



SHAPING THE FUTURE

A Five-Year Plan for Iowa's System of Community Colleges

**Coordination of Statewide Responses by
the Iowa Department of Education**

**Progress Report to the
Iowa State Board of Education**

January 17, 2002



State of Iowa
Department of Education
Grimes State Office Building
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INTRODUCTION

This report summarizes the status of accomplishments of initiatives undertaken to achieve the Iowa community college strategic plan initiatives for which the Iowa Department of Education has statewide leadership and coordination responsibility. A copy "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges—2001" is attached (see Appendix A). House File 2433 stipulated that implementation of the plan begin July 1, 2001.

The report will explain the current status and level of activity to accomplish the statewide initiatives. The statewide initiatives for which the Iowa Department of Education has leadership responsibility are attached in Appendix B. A timeline of major activities undertaken to meet the requirements of developing and implementing a five-year statewide strategic plan for Iowa's community colleges from passage of House File 2433 to the present is attached (see Appendix C). Many of the objectives in the strategic plan were formulated for implementation at the local community college level. A report summarizing community college activities, to accomplish the local level initiatives, will be compiled after a full year of the plan's implementation.

Report Format: This report is divided into four parts (A-D), corresponding to the four goals of "Shaping the Future: A Five-Year Plan for Iowa's System of Community Colleges." Again, this document provides a status report on only those initiatives identified as priorities in the Iowa Department of Education's Division of Community Colleges and Workforce Preparation leadership agenda for coordination of statewide responses.

This report meets the Iowa Department of Education's Division of Community Colleges and Workforce Preparation response to the Iowa State Board of Education's Policy Development Agenda 2001-2002—Community College Policy Initiative Activity— "Community Colleges—An Investment in the Future," which stipulates in January 2002, an update will be provided on the community college strategic plan. The goals and initiatives which will be addressed in this report are attached (see Appendix B).

Mission of the Iowa Department of Education

The mission of the Iowa Department of Education is to champion excellence in education through superior leadership and service.

Mission of the Division of Community Colleges and Workforce Preparation

The mission of the Division of the Community Colleges and Workforce Preparation is to enhance the capacity of Iowa's education system, through workforce preparation and community colleges, to provide our youth and adults with skills and knowledge to participate fully in society.

Part A

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Section 1

Initiative B: Improve articulation of career-technical and arts and science programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities), and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.

The following information describes *articulation* activities and services across Iowa's educational system that serve secondary and postsecondary students. This information reflects the collaborative work of K-12 programs, community colleges, four-year educational institutions, and the Iowa Department of Education. Information about articulation from secondary schools to community colleges and community colleges to four-year institutions is included.

Articulation

Articulation provides a mechanism for improving program quality and enhancing postsecondary enrollment opportunities for Iowa's students, as well as fostering positive benefits for the educational institutions. The advantages of articulation for both students and institutions may include:

- Developing trust and understanding between secondary and postsecondary administration and faculty.
- Improving the preparation of students for postsecondary programs.
- Increasing enrollments and program retention.
- Increasing the opportunities for students.
- Reducing the cost. (Typically incurred by institutions through the duplication of courses offered across the educational sectors and reducing the costs incurred by students due to requirements to duplicate courses taken at previous educational levels.)
- Improving communications and providing good public relations.

Iowa Administrative Code 281-12.5(5)(i) stipulates that “each career and technical education program offered at the high school level shall have an articulation agreement signed with at least one postsecondary institution (i.e., community colleges, apprenticeship programs, or private postsecondary institutions).”

Definitions Pertaining to Articulation

Advanced Placement: An approach to articulation which validates the performance indicators (competencies) and places a student at an advanced point in a program according to the performance indicators (competencies) the student has attained. This approach may eliminate portions of a course(s)/program(s) that the student must complete at the postsecondary level, and is identified in the articulation agreement.

Advanced Standing: An approach to articulation that validates the performance indicators (competencies) and eliminates the need for a student to enroll in a course. Satisfactory attainment of the course performance indicators (competencies) is documented and the mechanism for awarding credit (high school and/or college) is identified in the articulation agreement.

Articulation: The process of mutually agreeing upon performance indicators (competencies) and performance levels transferable between institutions and programs for advanced placement or credit in a career and technical education program.

Articulation Agreement(s): Written documents which explain the decisions agreed upon, and the process used by the institutions to grant advanced placement or credit.

Program to Program Agreement(s): Addresses items applicable to a specific program/cluster/course between two or more institutions.

Statewide Agreement(s): Addresses items applicable to a specific program/cluster/course through a statewide process agreed upon by all community colleges and participating K-12 districts. This process is initiated by the Iowa Department of Education, Division of Community Colleges and Workforce Preparation.

Tech Prep: A tech prep program is a competency-based, articulated, and sequential course of study providing technical preparation. A program includes a minimum of two years secondary education and two years of postsecondary study, awarding an Associate of Applied Science (AAS) or Associate of Science (AS) degree, or an apprenticeship leading to a skills certificate. The program often provides opportunities for students to earn postsecondary credit while in a secondary school.

Validation: The process of objectively measuring the performance indicators (competencies) of courses before determining advanced placement/standing.

Statewide Career and Technical Education Articulation Agreements between Secondary Schools and Community Colleges

—Statewide articulation agreements between secondary schools and the community colleges are established for specific career and technical courses. These agreements have been developed by secondary and postsecondary practitioners who are knowledgeable of the performance indicators (competencies) needed for smooth articulation to the next level of study. The board of directors of the School Administrators of Iowa; and the chief academic officers of Iowa's community colleges has approved the agreements. Students who have satisfactorily completed the performance indicators (competencies) at the secondary level receive credit at the community colleges in their program curriculum. Transferability of the courses to a four-year institution is determined by the receiving institution.

Presently, statewide agreements exist for the following career and technical courses: Keyboarding I ; Keyboarding II; Accounting; Child Care; and Nutrition

Efforts are being made to develop more statewide-articulated courses to enhance a smoother transition from secondary to postsecondary education, to eliminate duplication, and to provide more opportunities for secondary students when they continue education at the postsecondary level.

Tech Prep Programs

Tech prep is a structured education/career program that combines at least two years of secondary education with an Associate of Arts (AA) degree or a Bureau of Apprenticeship Training (BAT) program in a nonduplicative, sequential course of study in a career field. Leading to an Associate of Applied Science (AAS) degree or a BAT skill certificate, and a high skill, high wage career. Tech prep represents a rigorous and innovative educational strategy for preparing students for entry into the labor market, particularly the technician/technologists sector.

Definition of Tech Prep Agreement(s): A written agreement (28E) between the cooperating secondary and postsecondary educational entities that defines the curriculum, operational policies, and credit provisions that:

- combines at least two years of secondary education and two years of postsecondary education in a nonduplicative, sequential course of study;
- strengthens the applied academic component of career and technical education through the integration of academic and career and technical education;
- provides technical preparation in a career area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health occupation, business, or applied economics;
- builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- leads to an associate degree or certificate in a specific career field, and leads to placement in high skill, high wage employment, or further education.

The written agreement must conform to Iowa Code 28E, and shall include:

- its duration;
- the precise organization, composition, and nature of any separate legal or administrative entity created, thereby, together with the powers delegated thereto, provided such entity may be legally created. However, if the agreement establishes a separate legal or administrative entity, the entity shall, when investing funds, comply with the provisions of Sections 12B.10 and 12B.10A through 12B.10C, and other applicable laws;
- its purpose or purposes;
- the manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget, therefor;
- the permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property upon such partial or complete termination; and
- any other necessary and proper matters.

(Source: Code of Iowa, Chapter 28E.5)

28E agreements “shall be filed with the secretary of state and recorded with the county recorder. In counties in which the office of county recorder is abolished, the agreement shall be recorded with the county auditor.” *(Source: Code of Iowa, Chapter 28E.8)*

The Iowa Tech Prep Model is provided in Figure 1.

FIGURE 1

Iowa Tech Prep Model			
Federal Requirement	Iowa Requirements		
	Technical	Academic	Career
<u>Secondary</u> <ul style="list-style-type: none"> ➤ Minimum of Two (2) Years of instruction identified on a program of study ➤ Sequence of Courses ➤ Competency-Based ➤ Preparatory Services <ul style="list-style-type: none"> --Career information to students. ➤ All aspects of an industry ➤ Performance Requirements <ul style="list-style-type: none"> --Academic attainment --Technical competencies --Placement --Retention --Degree attainment --Non-traditional 	<ul style="list-style-type: none"> ➤ Meet Iowa Code 256.11 & 258 requirements for Vocational Education: <ul style="list-style-type: none"> --Program of Study includes a sequence of three or more units (A unit is 200 minutes per week for 36 weeks 120 hours of instruction.) Iowa Code 281 Ch.12.5 (14) --Competency based instruction (Skills Standards) --Articulated Curriculum with signed agreements by both secondary and postsecondary level - (Purpose elimination of duplication) --Includes employability, leadership and entrepreneurial components ➤ Performance Reporting Requirements <ul style="list-style-type: none"> --Financial Data --Student Attainment --Student Achievement --Student Placement --Year-end Report <p>Note: Program of Study is also referred to as drawing boards and contain both academic and career and technical courses at both levels.</p>	<ul style="list-style-type: none"> ➤ Program of Study includes courses in math, science and/or communications ➤ Meets or exceeds state performance standards for math, science, and reading at the Junior (11th grade) level <p>Note: Program of Study is also referred to as drawing boards and contain both academic and career and technical courses at both levels.</p>	<ul style="list-style-type: none"> ➤ Incorporate elements of career education per Iowa Administrative Code Chapter 12.5(7) <ul style="list-style-type: none"> --Personal decision making --Connect work values into all aspects of their lives --Development of employability skills
<u>Postsecondary</u> <ul style="list-style-type: none"> ➤ Minimum of 2 or more years of higher education in a career field or apprenticeship training ➤ All aspects of an industry ➤ Performance Requirements <ul style="list-style-type: none"> --Academic attainment --Technical competencies --Placement --Retention --Degree attainment --Non-traditional 	<ul style="list-style-type: none"> ➤ Leads to Associate Degree or 2 year Certificate ➤ Performance Reporting Requirements <ul style="list-style-type: none"> --Management Information System (MIS-F1) --Year end report 	<ul style="list-style-type: none"> ➤ Career option/college parallel ➤ Incorporate math/science/Communications 	<ul style="list-style-type: none"> ➤ Career portfolio(recommended) ➤ Transcript ➤ Placement services
<u>All Entities</u> <p>Agreement of Entities - (Tech Prep Agreement)</p> <ul style="list-style-type: none"> ➤ Written agreement between educational entities that define the curriculum, operational policies, and credit provisions including: <ul style="list-style-type: none"> --Courses (academic and technical) for both secondary and postsecondary --Content standards/benchmarks for each course. 	<ul style="list-style-type: none"> ➤ Conform to the requirements of Chapter 28E.5 of the Code of Iowa (Joint exercise of Government Power Agreement) ➤ Advisory Committee representative of both levels of instruction. A joint secondary/postsecondary committee is recommended. 		

Figure 2
**Iowa Tech Prep Programs: Iowa Community Colleges and
 Secondary Schools—2001**

The following are tech prep agreements between Iowa's 15 community colleges and the secondary school districts within their area. The tech prep programs are listed by merged area among Iowa's 15 community colleges and secondary school districts. The number of secondary districts that participate in the tech prep programs are listed on the right side of each program.

Area I	<u>Northeast Iowa Community College</u>	
	Accounting	3 districts
	Administrative Specialist	6 districts
Area II	<u>North Iowa Area Community College</u>	
	Automotive Technology	11 districts
	Business Systems Networking	6 districts
	Electronic Technology-Telecommunications	6 districts
	General Marketing	3 districts
	General Secretary	6 districts
	Heating, Air-Conditioning, and Refrigeration	5 districts
	Legal Administrative Secretary	6 districts
	Medical Administrative Secretary	6 districts
	Tool and Die Design	10 districts
	Web Design and Development	8 districts
Area III	<u>Iowa Lakes Community College</u>	
	Agribusiness Technology	1 district
	Agricultural Power Mechanics	4 districts
	Agriculture Management	2 districts
	Auto Collision Repair Technology	4 districts
	Automotive Technology	4 districts
	Broadcast Media Specialist	1 district
	Business and Personal Services Marketing	1 district
	Business Systems Networking	4 districts
	Computer Aided Drafting	3 districts
	Construction Technology	6 districts
	Marine Small Engine Technology	5 districts
	Motorcycle Technology	5 districts
Area IV	<u>Northwest Iowa Community College</u>	
	Automotive Technology	1 district
	Business Systems Networking	2 districts
	Electronic Technology	7 districts

FIGURE 2 (CONTINUED)

<u>Continued—Northwest Iowa Community College</u>		
	Emergency Medical Technology-Paramedic	1 district
	General Marketing	7 districts
	Health and Medical Administrative Services	2 districts
	Machine Tool and Design Technology	7 districts
	Microcomputer Operations Management	7 districts
Area V	<u>Iowa Central Community College</u>	
	Carpentry	1 district
	General Office Clerk	1 district
Area VI	<u>Iowa Valley Community College District</u>	
	Business Systems Networking	14 districts
Area VII	<u>Hawkeye Community College</u>	
	Business Systems Networking	12 districts
	Industrial Manufacturing Technology	5 districts
	Machine Tool Operation Technology	19 districts
	Nursing Associate Degree	9 districts
Area IX	<u>Eastern Iowa Community College District</u>	
	Architectural Drafting Technology	21 districts
	Business Administration and Management	21 districts
	Precision Metal Work	1 district
Area X	<u>Kirkwood Community College</u>	
	Automotive Technology	4 districts
	Business Systems Networking	17 districts
	Community Service	2 districts
	Computer Electronics Technology	16 districts
	Diesel Technology	1 district
	Electronic Technology	4 districts
	Graphic Communications	8 districts
	Health Occupations	2 districts
Area XI	<u>Des Moines Area Community College</u>	
	Automotive Technology	9 districts
	Business Systems Networking	19 districts
	Health Occupations	7 districts
	Manufacturing Technology	3 districts

FIGURE 2 (CONTINUED)

Area XII	<u>Western Iowa Tech Community College</u>	
	Auto Collision Repair Technology	4 districts
	Automotive Technology	5 districts
	Business Systems Networking	12 districts
	Carpentry	3 districts
	Emergency Medical Technology-Paramedic	10 districts
	Health and Medical Administrative Services	1 district
	Heating, Air-Conditioning, and Refrigeration	5 districts
	Information Systems Management	1 district
Area XIII	<u>Iowa Western Community College</u>	
	Auto Collision Repair Technology	1 district
	Business Systems Networking	1 district
	Carpentry	3 districts
	Construction Technology	1 district
	Emergency Medical Technology-Paramedic	1 district
Area XIV	<u>Southwestern Community College</u>	
	Automotive Technology	1 district
	Carpentry	7 districts
Area XV	<u>Indian Hills Community College</u>	
	Automotive Technology	1 district
	Biological Laboratory Technology	1 district
	Construction Management	1 district
	Health and Medical Administrative Services	4 districts
	Machine Tool Operation Technology	1 district
	Nursing Associate Degree	1 district
Area XVI	<u>Southeastern Community College</u>	
	Agricultural Services and Supplies	1 district
	Automotive	7 districts
	Carpentry	1 district
	Construction Technology	6 districts
	Nursing Associate Degree	7 districts

College Transfer (Parallel) Career Options Programs

College transfer (parallel) and career option programs are intended to provide students with both the opportunity to transfer credits toward a baccalaureate degree at a four-year degree granting institution, and the knowledge of skills for immediate employment upon completion of the program. An Associate of Science (AS) degree is normally awarded by the community college. The sequence of courses in the program is identified and provides training specifically for an identified occupation. The curriculum must be articulated with and transferable to at least three four-year institutions that offer baccalaureate degrees.

The definition of AS is the “degree issued for completion of courses that are the equivalent of the first two years of a baccalaureate program, and also include such courses as may be necessary to develop skills that are prerequisite to other courses and objectives, and specialized courses required to provide career options for immediate employment. Students have a choice of articulating their program to approved four-year institutions or seeking employment in an identifiable occupation or group of occupations.” (Community College Management Information System [MIS] Data Dictionary, 2001)

Many of the previously mentioned high school tech prep programs have agreements with the college transfer (parallel) career option programs listed below. This provides students with seamless opportunities to advance from the high school tech prep program through the community college tech prep program into a baccalaureate degree program.

Currently there are 111 college transfer (parallel) career option programs in 52 different occupations in 12 of the 15 community colleges. Specific programs are identified by their state names in Figure 3.

Figure 3

Community College Transfer (Parallel)/Career Option Programs

Accounting	Financial Management Specialist
Accounting Information Systems	Fire Control and Safety
Agricultural Business Management	General Marketing
Air Transportation	General Secretary
Banking and Financial Support Services	Graphic Communications
Biological Laboratory Technology	Health Care Administration
Biomedical Equipment Technology	Human Resources Management
Business Administration & Management	Insurance Marketing
Business Data Programming	International Marketing
Business and Personal Services Marketing	Journalism Photography
Business Systems Networking	Law Enforcement/Police Science
Cartography	Legal Administrative Secretary
Child Care Aide/Assisting	Legal Assisting
Child Care Management	Marketing Management
Child Care Management-Residential	Mass Communications
Commercial Art	Medical Administrative Secretary
Community Corrections	Office Supervision and Management
Community Services	Precision Metal Work
Computer Aided Design	Radio/TV Production and Broadcasting
Construction	Recreational Enterprises Management
Criminal Justice/Law Enforcement	Rehabilitation Services
Data Programming	Renewable Natural Resources
Electronic Tech.-Telecommunications	Sign Language Interpreting
Environmental Control	System Administration/Administrator
Environmental Sciences/Studies	Transportation and Travel Marketing
Exercise Science	Web Design and Development

Figure 4
Articulation and Transfer Agreements: Regent Universities
and Iowa Community Colleges--November 2001

In addition to the individual articulation and/or transfer agreements that follow in this document, an “Associate of Arts Articulation Agreement” exists between the three Regent Universities and 15 Iowa Community College Districts for students transferring with an Associate of Arts degree from an Iowa Community College to the University of Iowa, Iowa State University, or University of Northern Iowa. Students transferring with an Associate of Arts degree to a Regent University who have fulfilled the requirements outlined in the Agreement will have met all freshman and sophomore level general education requirements for, and will be enrolled at junior level status in, the college of liberal arts or other participating colleges* within the Regent Universities. The “Associate of Arts Articulation Agreement” is attached as an appendix to this document.

Understanding the Document

The 15 Iowa Community College Districts are listed down the left margin of each page and the three Regent Universities are listed across each page. Of the list, some are articulation agreements, others are transfer agreements, and some are both. The number in parenthesis indicates the number of academic programs and/or majors from the community college that articulates and/or transfers to the university’s academic program and/or major, which precedes the number in parenthesis. It also should be noted that the options that exist within a particular major are not separated out from the major. For example, within the Industrial Technology major at Iowa State University, there are two options, Manufacturing and Occupational Safety. In addition, if a single campus of a multi-campus community college system has an articulation and/or transfer agreement unique to its campus, the campus is listed in parenthesis.

Community College	University of Iowa	Iowa State University	Uni. of Northern Iowa
Des Moines Area	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (2)	Business (1)
	Business Administration	Agricultural Education (1-in progress)	Elementary Education (Carroll-1)
	Economics	Agricultural Studies (1-in progress)	Gen. Industry & Technology (18)
	Elem. Ed. (10 special.)	Apparel Mer. Design & Production (3)	Graphic Commun. (2-unsigned)
	² Engineering	Business (1)	Tech. Mgmt/Bus. Conc.(Carroll-1)
	Finance	Community & Regional Planning (1)	Common Grading Symbols/Defins
	Liberal Studies	Community Health Education (1)	Credit by Examination
	Management	Early Childhood Education - FCS (1)	Educational Exper. in Armed Serv.
	Management Info. Systems	³ Engineering (11)	Electronics/Electronic-based Tech
	Marketing	Exercise Science (4)	Int'l Student Academic Cred. Eval.
	Nursing - BSN	Family & Consumer Sciences-Gen.(1)	Vocational and Technical Credit
	Nursing - BSN Progression	Housing & Near Environment (1)	
	Oral Health Science	Hotel, Rest. & Inst. Mgmt(1-in progress)	
	Pharm.D.	Industrial Technology (4)	
	⁴ Secondary Education	Common Grading Symbols & Defins.	
	Common Grading & Defins.	Credit by Examination	
	Credit by Examination	Educational Exper. in Armed Servs.	
	Ed. Exper. in Armed Servs.	Electronics/Electronics-based Tech.	
	Electr./Elect.-based Tech.	Int'l Student Academic Creds. Eval.	
	Int'l Stud. Acad. Creds. Eval.	Vocational and Technical Credit	
	Vocational & Technical Credit		

FIGURE 4--CONTINUED

Community College	University of Iowa	Iowa State University	Uni. of Northern Iowa
Eastern Iowa	Associate of Arts Degree Accounting Business Administration Economics Elem. Ed. (10 specializations) ² Engineering Finance Liberal Studies Management Management Info. Systems Marketing Nursing - BSN Nursing - BSN Progression Pharm.D. Radiation Sciences ⁴ Secondary Education Common Grad. Sym. & Defins. Credit by Examination Ed. Exper. in Armed Servs. Electr./Electr.-based Tech. Int'l Stud. Academic Creds. Eval. Vocational & Technical Credit	Associate of Arts Degree Agricultural Business (3) Apparel Mer. Design & Production (1) Business (1) Community & Regional Planning (1) Community Health Education (1) ³ Engineering (11) Exercise Science (3) Family & Consumer Sciences-Gen.(1) Industrial Technology (1-unsigned) Common Grading Symbols & Defins. Credit by Examination Educational Exper. in Armed Servs. Electronics/Electronics-based Tech. Int'l Student Academic Creds. Eval. Vocational and Technical Credit	Associate of Arts Degree Electro-Mech. Systems (Clinton-1) Graphic Communication (2) Technology Management (17) Common Grading Symbols/Defins Credit by Examination Educational Exper. in Armed Serv. Electronics/Electronic-based Tech Int'l Student Academic Cred. Eval. Vocational and Technical Credit
Hawkeye	Associate of Arts Degree Accounting Business Administration Economics Elem. Ed. (10 specializations) ² Engineering Finance Liberal Studies Management Management Info. Systems Marketing Nursing - BSN Nursing - BSN Progression Oral Health Science Pharm.D. ⁴ Secondary Education Common Grading Symbols & Defins. Credit by Examination Educational Exper. in Armed Servs. Electronics/Electronics-based Tech. Int'l Student Academic Creds. Eval. Vocational and Technical Credit	Associate of Arts Degree Agricultural Business (3) Agricultural Education (1) Agricultural Studies (1) Agronomy (1) Apparel Mer. Design & Production (4) Business (1) Community & Regional Planning (1) ³ Engineering (11) Common Grading Symbols & Defins. Credit by Examination Educational Exper. in Armed Servs. Electronics/Electronics-based Tech. Int'l Student Academic Creds. Eval. Vocational and Technical Credit	Associate of Arts Degree Electro-Mech. Sys. (2-unsigned) Gen. Industry & Technology (15) General Studies (1) Common Grading Symbols/Defins Credit by Examination Educational Exper. in Armed Serv. Electronics/Electronics-based Tec Int'l Student Academic Cred. Eval. Vocational and Technical Credit
Indian Hills	Associate of Arts Degree Accounting Business Administration Economics Elem. Ed. (10 specializations) ² Engineering Finance Liberal Studies Management Management Info. Systems Marketing Nursing - BSN Nursing - BSN Progression Pharm.D. Radiation Sciences ⁴ Secondary Education	Associate of Arts Degree Apparel Mer. Design & Production (1) Business (1) Community & Regional Planning (1) Early Childhd. Ed-FCS(1-in progress) ³ Engineering (11) Family & Consumer Sciences-Gen(1) Common Grading Symbols & Defins. Credit by Examination Educational Exper. in Armed Servs. Electronics/Electronics-based Tech. Int'l Student Academic Creds. Eval. Vocational and Technical Credit	Associate of Arts Degree Electro-Mech. Sys. (4-unsigned) Technology Management (14) Common Grading Symbols/Defins Credit by Examination Educational Exper. in Armed Serv. Electronics/Electronics-based Tec Int'l Student Academic Cred. Eval. Vocational and Technical Credit

FIGURE 4--CONTINUED

Indian Hills (CONTINUED)			
Common Grading Symbols & Defins. Credit by Examination Educational Exper. in Armed Servs. Electronics/Electronics-based Tech. Int'l Student Academic Creds. Eval. Vocational and Technical Credit			
<hr/>			
Iowa Central	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (1)	Gen. Industry & Technology (5)
	Business Administration	Agricultural Education (1)	Technology Mgmt. (1-unsigned)
	Economics	Agricultural Studies (1)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Agronomy (1)	Credit by Examination
	² Engineering	Apparel Mer. Design & Production (1)	Educational Exper. in Armed Serv.
	Finance	Business (1)	Electronics/Electronics-based Tec
	Liberal Studies	Community & Regional Planning (1)	Int'l Student Academic Cred. Eval.
	Management	³ Engineering (11)	Vocational and Technical Credit
	Management Info. systems	Horticulture (1-draft)	
	Marketing	Common Grading Symbols & Defins.	
	Nursing - BSN	Credit by Examination	
	Nursing - BSN Progression	Educational Exper. in Armed Servs.	
	Pharm.D.	Electronics/Electronics-based Tech.	
	Radiation Sciences	Int'l Student Academic Creds. Eval.	
	⁴ Secondary Education	Vocational and Technical Credit	
	Common Grad, Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
<hr/>			
Iowa Lakes	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (1)	Geography (1)
	Business Administration	Agricultural Education (1)	Technology Management (9)
	Economics	Agricultural Studies (2)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Apparel Mer. Design & Production (2)	Credit by Examination
	² Engineering	Business (1)	Educational Exper. in Armed Serv.
	Finance	Community & Regional Planning (1)	Electronics/Electronics-based Tec
	Liberal Studies	Early Childhood Education - FCS (1)	Int'l Student Academic Cred. Eval.
	Management	³ Engineering (11)	Vocational and Technical Credit
	Management Info. Systems	Common Grading Symbols & Defins.	
	Marketing	Credit by Examination	
	Nursing - BSN	Educational Exper. in Armed Servs.	
	Nursing - BSN Progression	Electronics/Electronics-based Tech.	
	Pharm.D.	Int'l Student Academic Creds. Eval.	
	⁴ Secondary Education	Vocational and Technical Credit	
	Common Grad. Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
<hr/>			
Iowa Valley	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (Ellsworth-1)	Education (Marshalltown-1) Business
	Administration	Apparel Mer. Design & Production (2)	Technology Management (9)
	Economics	Business (1)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Child & Family Serv.(Marshalltown-1)	Credit by Examination
	² Engineering	Community & Regional Planning (1)	Educational Exper. in Armed Serv.
	Finance	³ Engineering (11)	Electronics/Electronics-based Tec
	Liberal Studies	Common Grading Symbols & Defins.	Int'l Student Academic Cred. Eval.
	Management	Credit by Examination	Vocational and Technical Credit
	Management Info. Systems	Educational Exper. in Armed Servs.	

FIGURE 4--CONTINUED

Iowa Valley (Continued)	Marketing	Electronics/Electronics-based Tech.	
	Nursing - BSN	Int'l Student Academic Creds. Eval.	
	Nursing - BSN Progression	Vocational and Technical Credit	
	Pharm.D.		
	Radiation Sciences (Marshalltown)		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Iowa Western	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (1)	Graphic Communication (1)
	Business Administration	Apparel Mer. Design & Production (2)	Technology Management (15)
	Economics	Business (1)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Community & Regional Planning (1)	Credit by Examination
	² Engineering	³ Engineering (11)	Educational Exper. in Armed Serv.
	Finance	Common Grading Symbols & Defins.	Electronics/Electronics-based Tec
	Liberal Studies	Credit by Examination	Int'l Student Academic Cred. Eval.
	Management	Educational Exper. in Armed Servs.	Vocational and Technical Credit
	Management Info. Systems	Electronics/Electronics-based Tech.	
	Marketing	Int'l Student Academic Creds. Eval.	
	Nursing - BSN	Vocational and Technical Credit	
	Nursing - BSN Progression		
	Oral Health Science		
	Pharm.D.		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Kirkwood	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (3)	Electro-Mech. Sys. (2-unsigned)
	Business Administration	Agricultural Studies (2)	Technology Management (15)
	Economics	Apparel Mer. Design & Production (3)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Business (2)	Credit by Examination
	² Engineering	Community & Regional Planning (1)	Educational Exper. in Armed Serv.
	Finance	Engineering (1)	Electronics/Electronics-based Tec
	Liberal Studies	Family & Consumer Sciences-Gen.(1)	Int'l Student Academic Cred. Eval.
	Management	Horticulture (1)	Vocational and Technical Credit
	Management Info. Systems	Industrial Technology (3 - 2 unsigned)	
	Marketing	Common Grading Symbols & Defins.	
	Nursing - BSN	Credit by Examination	
	Nursing - BSN Progression	Educational Exper. in Armed Servs.	
	Oral Health Science	Electronics/Electronics-based Tech.	
	Pharm.D.	Int'l Student Academic Creds. Eval.	
	⁴ Secondary Education	Vocational and Technical Credit	
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
North Iowa	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (4)	Electro-Mechanical Systems (1)
	Business Administration	Agricultural Studies (3)	Management - Bus. Admin. (1)
	Economics	Agronomy (1)	Manufacturing Tech. (1-unsigned)

FIGURE 4 (CONTINUED)

North Iowa (CONTINUED)	Elem. Ed. (10 specializations)	Appl. Mer. Design & Prod. (2)	Technology Education (1)
	² Engineering	Business (5)	Technology Management (5)
	Finance	Comm. & Reg. Planning (1)	Com. Grad. Symbols/Defins
	Liberal Studies	Comm. Health Education (1)	Credit by Examination
	Management	³ Engineering (11)	Ed. Exper. in Armed Serv.
	Management Info. Systems	Exercise Science (3)	Electronics/Electronics-based Tec
	Marketing	Fam. & Con. Sci. Ed(1-in pro.)	Int'l Student Academic Cred. Eval.
	Nursing - BSN	Fam. & Con. Sciences-Gen(1)	Vocational and Technical Credit
	Nursing - BSN Progression	Industrial Technology (2)	
	Pharm.D.	Common Grading Symbols & Defins.	
	Radiation Sciences (Peosta)	Credit by Examination	
	⁴ Secondary Education	Educational Exper. in Armed Servs.	
	Com. Grading Sym. & Defins.	Electronics/Electronics-based Tech.	
	Credit by Examination	Int'l Student Academic Creds. Eval.	
	Ed. Exper. in Armed Servs.	Vocational and Technical Credit	
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Northeast Iowa	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (1)	Technology Management (12)
	Business Administration	Agricultural Education (2)	Technology Mgmt. (1-Peosta)
	Economics	Agricultural Studies (1)	Technology Mgmt. (1-Calmar)
	Elem. Ed. (10 specializations)	Agronomy (1)	Common Grading Symbols/Defins
	² Engineering	Apparel Mer. Design & Production (1)	Credit by Examination
	Finance	Business (1)	Educational Exper. in Armed Serv.
	Liberal Studies	Community & Regional Planning (1)	Electronics/Electronics-based Tec
	Management	³ Engineering (11)	Int'l Student Academic Cred. Eval.
	Management Info. Systems	Common Grading Symbols & Defins.	Vocational and Technical Credit
	Marketing	Credit by Examination	
	Nursing - BSN	Educational Exper. in Armed Servs.	
	Nursing - BSN Progression	Electronics/Electronics-based Tech.	
	Pharm.D.	Int'l Student Academic Creds. Eval.	
	⁴ Secondary Education	Vocational and Technical Credit	
	Common Grad. Symbols & Defins.		
	Credit by Examination		
	Ed. Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Northwest Iowa	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Apparel Mer. Design & Production (1)	Electro-Mech. Sys. (1-unsigned)
	Business Administration	Business (1)	Gen. Industry & Technology (6)
	Economics	Community & Regional Planning (1)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	Engineering (1)	Credit by Examination
	² Engineering	Common Grading Symbols & Defins.	Educational Exper. in Armed Serv.
	Finance	Credit by Examination	Electronics/Electronics-based Tec
	Liberal Studies	Educational Exper. in Armed Servs.	Int'l Student Academic Cred. Eval.
	Management	Electronics/Electronics-based Tech.	Vocational and Technical Credit
	Management Info. Systems	Int'l Student Academic Creds. Eval.	
Marketing	Vocational and Technical Credit		
	Nursing - BSN		
	Nursing - BSN Progression		
	Pharm.D.		
	Radiation Sciences		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		

FIGURE 4 (CONTINUED)

Southeastern	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (2)	Construction Management (2)
	Business Administration	Apparel Mer. Design & Production (1)	Electro-Mechanical Systems (1)
	Economics	Business (1)	Technology Management (13)
	Elem.Ed. (10 specializations)	Community & Regional Planning (1)	Common Grading Symbols/Defins
	² Engineering	³ Engineering (11)	Credit by Examination
	Finance	Industrial Technology (13)	Educational Exper. in Armed Serv.
	Liberal Studies	Common Grading Symbols & Defins.	Electronics/Electronics-based Tec
	Management	Credit by Examination	Int'l Student Academic Cred. Eval.
	Management Info.Systems	Educational Exper. in Armed Servs.	Vocational and Technical Credit
	Marketing	Electronics/Electronics-based Tech.	
	Nursing - BSN	Int'l Student Academic Creds. Eval.	
	Nursing - BSN Progression	Vocational and Technical Credit	
	Pharm.D.		
	Radiation Sciences		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Southwestern	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Agricultural Business (3)	Technology Mgmt. (9-unsigned)
	Business Administration	Apparel Mer. Design & Production (1)	Common Grading Symbols/Defins
	Economics	Business (1)	Credit by Examination
	Elem.Ed. (10 specializations)	Community & Regional Planning (1)	Educational Exper. in Armed Serv.
	² Engineering	³ Engineering (11)	Electronics/Electronics-based Tec
	Finance	Common Grading Symbols & Defins.	Int'l Student Academic Cred. Eval.
	Liberal Studies	Credit by Examination	Vocational and Technical Credit
	Management	Educational Exper. in Armed Servs.	
	Management Info.Systems	Electronics/Electronics-based Tech.	
	Marketing	Int'l Student Academic Creds. Eval.	
	Nursing - BSN	Vocational and Technical Credit	
	Nursing - BSN Progression		
	Pharm.D.		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		
	Vocational and Technical Credit		
Western Iowa Tech	Associate of Arts Degree	Associate of Arts Degree	Associate of Arts Degree
	Accounting	Apparel Mer. Design & Production (1)	Graphic Communication (1)
	Business Administration	Business (1)	Technology Management (13)
	Economics	Community & Regional Planning (1)	Common Grading Symbols/Defins
	Elem. Ed. (10 specializations)	³ Engineering (11)	Credit by Examination
	² Engineering	Common Grading Symbols & Defins.	Educational Exper. in Armed Serv.
	Finance	Credit by Examination	Electronics/Electronics-based Tec
	Liberal Studies	Educational Exper. in Armed Servs.	Int'l Student Academic Cred. Eval.
	Management	Electronics/Electronics-based Tech.	Vocational and Technical Credit
	Management Info. Systems	Int'l Student Academic Creds. Eval.	
	Marketing	Vocational and Technical Credit	
	Nursing – BSN	Vocational and Technical Credit	
	Nursing - BSN Progression		
	Pharm.D.		
	⁴ Secondary Education		
	Common Grading Symbols & Defins.		
	Credit by Examination		
	Educational Exper. in Armed Servs.		
	Electronics/Electronics-based Tech.		
	Int'l Student Academic Creds. Eval.		

FIGURE 4 (CONTINUED)

***participating colleges**

University of Iowa:

- ¹College of Liberal Arts & Sciences
(includes approximately 60 specific
undergraduate programs/majors)
- College of Education
- College of Business Administration

Iowa State University:

- College of Liberal Arts & Sciences

University of Northern Iowa:

- All Undergraduate Colleges
within the University

¹Given the majority of majors at the **University of Iowa** are housed in the College of Liberal Arts & Sciences, the Associate of Arts degree is the primary program to program articulation agreement between the University of Iowa and the 15 Iowa Community College Districts. The University of Iowa has the following program articulation agreements with the 15 Iowa Community College Districts: Aerospace Studies; African American World Studies; African Studies; Aging Studies; American Indian and Native Studies; American Sign Language; American Studies; Anthropology; Art and Art History; Asian Languages & Literature; Biochemistry; Biological Sciences; Book Arts & Technologies; Chemistry; Cinema & Comparative Literature; Classics; Communication Studies; Computer Science; Creative Writing; Dance; Economics; Elementary Education; English; English as a Second Language; Entrepreneurship Certificate; Environmental Sciences; Exercise Science; French & Italian; Geography; Geoscience; German; Global Health Studies; Global Studies; Health, Leisure & Sport Studies; History; Honors Program; Interdepartmental Studies; International Business; Journalism & Mass Communication; Latin American Studies; Linguistics; Literature, Science & the Arts; Mathematics; Medieval Studies; Microbiology; Military Science; Museum Studies; Music; Philosophies and Ethics of Politics, Law, & Economics; Philosophy; Physics & Astronomy; Political Science; Psychology; Religion; Rhetoric; Russian; Russian, East European & Eurasian Studies; Science Education; Sexuality Studies; Social Studies; Social Work; Sociology; Spanish & Portuguese; Speech Pathology & Audiology; Statistics & Actuarial Science; Theatre Arts; Women's Studies; and Writers' Workshop.

²The Engineering agreements between the **University of Iowa** and the 15 Iowa Community College Districts include the following programs: Biomedical, Chemical & Biochemical, Civil & Environmental, Electrical & Computer, Industrial, and Mechanical.

³The Engineering agreements between **Iowa State University** and Des Moines Area, Eastern Iowa, Hawkeye, Indian Hills, Iowa Central, Iowa Lakes, Iowa Valley, Iowa Western, North Iowa, Northeast Iowa, Southeastern, Southwestern, and Western Iowa Tech include the following programs: Aerospace, Agriculture, Chemical, Civil, Computer, Construction, Electrical, General, Industrial, Materials, and Mechanical.

⁴The Secondary Education agreements between the **University of Iowa** and the 15 Iowa Community College Districts include the following programs: Art; Communication Studies (Speech Communication/Theatre Arts); English; ESL; Foreign Languages (Spanish, French, German, Italian, Russian, Latin, Chinese, and Japanese); Mathematics; Music; Science (General Science, Physical Science, Biology, Chemistry, Physics, and Earth Science); and Social Science (Anthropology, Economics, Geography, History, Political Science, Psychology, and Sociology).

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College Transfer (Parallel) Programs

College transfer (parallel) programs are designed to provide the community college student with the coursework to complete the first two years of the baccalaureate degree, enabling the associate degreed student to enter the four-year college or university with junior level status. Community college associate degree programs are in program concentration areas (i.e., English, education, chemistry, and graphic arts).

Iowa's system of community colleges annually updates and renews an articulation agreement with the three regent institutions. "Students transferring with an Associate of Arts degree to a regent university who have fulfilled the requirements outlined in the agreement will have met all freshman and sophomore level general education requirements for, and will be enrolled at junior level status in the college of liberal arts or other participating colleges within the regent universities." In November 2001, the Iowa Board of Regents compiled a report summarizing the many and varied articulation agreements across their departments and programs with Iowa's 15 community colleges. This report is given in Figure 4. (William Nelson, Iowa State Board of Regents, Articulation and Transfer Agreements: Regent Universities and Iowa's Community Colleges, November 2001)

Regents Committee on Educational Relations (RCER)

A representative from the Division of Community Colleges and Workforce Preparation at the Iowa Department of Education serves as ex-officio, yet is an active member on the RCER (Regents Committee on Educational Relations). This group collaborates on the identification of common issues across the sectors of higher education and their resolution. Discussions regarding issues of transition, transfer, admissions, and reporting practices are most common.

A priority for the 2000-2001 academic year was the advancement of the Educational Data Interchange (EDI) system jointly developed by the regent institutions and the Iowa Department of Education. The goal of RCER is to assist the community colleges so that eventually all community colleges are participating in the EDI, which will enable the electronic transmission of transcripts across the community colleges and regent institutions. Figure 5 on the following page is the annual report of the RCER, 2000-2001, and provides an update on the progress report on the committee initiatives. Additionally, the RCER annually sponsors a Spring Articulation Conference for counselors, administrators, staff, and faculty at the universities, community colleges, and secondary schools to discuss issues of articulation and transfer. The upcoming Spring 2002 Conference will highlight articulation issues associated with the Associate of Science (AS) and Associate of Applied Science (AAS) degrees and will seek resolution strategies.

The Regents Committee on Educational Relations (RCER) provides opportunities for Iowa Department of Education to collaborate with regent representatives from across the higher education public sector. The membership includes the registrars and representatives to address issues from the Board of Regents academic affairs office from each regent institution; department staff serves as ex-officio members. The primary objectives of RCER are to promote transition and articulation. The annual report is included below to demonstrate the relevance of this activity to Goal #1, Initiative B.

Figure 5
Annual Report of the RCER—2000-2001

COMMITTEE MEMBERSHIP

Iowa State University

Kathy Jones, University Registrar

Howard Shapiro, Vice Provost for Undergraduate Programs

Zora Zimmerman, Associate Dean for Academic Programs, Liberal Arts and Sciences

University of Northern Iowa

Mary Bozik, Professor, Communication Studies

Susan Koch, Associate Vice President for Academic Affairs

Beverly Kopper, Faculty Fellow, Office of the Vice President for Academic Affairs (Guest)

Philip L. Patton, University Registrar

University of Iowa

Fred Antczak, Associate Dean for Academic Programs, College of Liberal Arts and Sciences

Jerald W. Dallam, University Registrar

Lola Lopes, Associate Provost for Undergraduate Education

Ex-Officio

Charles Kniker, Associate Director of Academic Affairs, Iowa Board of Regents

Janice Friedel, Administrator, Division of Community Colleges and Workforce Preparation
Iowa Department of Education

Evelyn Anderson, Chief, Bureau of Community Colleges, Division of Community Colleges and Workforce Preparation, Iowa Department of Education

Officers for 2000-2001

Jerald W. Dallam, Chair

Kathy Jones, Vice Chair

Susan Koch, Secretary

Figure 5 (Continued)

The committee met seven times during the academic year and co-sponsored an Articulation Conference with the Iowa Department of Education.

COMMITTEE FUNCTIONS – (Taken from Board of Regents Procedural Guide)

- To establish closer relationships and cooperation with post-high school institutions in the state.
- To facilitate articulation between and among secondary schools and colleges in the state.
- To determine the acceptability of credit from nonpublic Iowa colleges not fully accredited by the regional accreditation association.
- To develop procedures for the validation or acceptance of credit in instances other than those delineated herein.
- To recommend for consideration by the regents possible modifications in the general policy concerning admission of undergraduate students.
- To coordinate and make recommendations on other matters concerning relations with secondary schools and with other segments of postsecondary education as assigned by the Committee on Educational Coordination.

GOALS FOR 2000-2001

Three goals directed the RCER activities:

1. To respond to general educational and articulation issues for the state and specific concerns from the Inter-institutional Committee on Educational Coordination.
2. To continue to champion the electronic exchange of academic records among all educational levels within the state.
3. To facilitate exchange visitations between and among representatives of the Iowa community colleges and the regent universities.

Goal 1 – Respond to the general education and articulation issues for the state and specific concerns from the Inter-Institutional Committee on Educational Coordination.

Strategy 1: The RCER co-sponsored an Articulation Conference on April 30, 2001, that covered four relevant topics: 1) Reflections on the Transition to College; 2) Predictors of Success: Preparing for College in the High School Curriculum; 3) Preparations for Success: Identifying and Overcoming Obstacles; and 4) Plans for Success: Seamless Education/Articulation.

The following groups of people were invited to attend the conference: the RCER membership; directors of admissions from the regent institutions; directors of university advising centers; community college transfer advisors and provosts; chairs of statewide academic discipline organizations; high school guidance counselors; principals and curriculum directors; members from the Iowa Department of Education; members from the Iowa State Board of Education; the state PTA chairperson; and the chair of the Iowa Association of School Boards. Approximately 100 individuals participated in the conference.

Figure 5 (Continued)

Strategy 2: A subcommittee of the RCER, (Antczak, Bozik and Zimmerman), developed a high school preparation brochure. The text of the brochure entitled, “Building Your Future: Preparing for Academic Success at Iowa’s Regent University,” will replace “Your Courses Count” and is scheduled for distribution fall 2001.

Goal 2: To continue to champion the electronic exchange of academic records among all educational levels within the state.

Strategy 1: The regent universities have agreed to continue to provide support, in the form of consultation services, for the implementation of the Educational Data Interchange (EDI) project at community colleges as follows:

- Iowa State University: Des Moines Area Community College, Iowa Central Community College, Iowa Valley Community College District, and Iowa Western Community College
- University of Iowa: Northwest Iowa Community College, Southeastern Community College, Eastern Iowa Community College District, Iowa Lakes Community College, Indian Hills Community College, Northeast Iowa Community College, and Kirkwood Community College.
- University of Northern Iowa: Southwestern Community College, Hawkeye Community College, North Iowa Area Community College, and Western Iowa Tech Community College

A total of five colleges are utilizing this electronic transmission technique, four are nearly ready to do so and the balance need training times scheduled.

Goal 3: To facilitate exchange visitations between and among representatives of the Iowa community colleges and the regent universities.

Strategy 1: With the development of Goal 2, the regent universities will be visiting community colleges to help with the EDI implementation.

Strategy 2: The LACTS (Liaison Advisory Committee on Transfer Students) will continue to be involved with academic vice presidents and student services vice presidents to discuss and refine issues related to articulation.

Figure 5 (Continued)

Goals for 2001-2002

1. To continue the discussion on alternative high school curriculum and to update and distribute the high school preparation brochure. Antczak, Bozik, and Zimmerman will finalize the brochure so production and subsequent distribution can take place at the earliest possible date. Antczak has agreed to convene discussion on this project.
2. To continue to explore seamless articulation strategies (i.e., we will continue to seek ways to facilitate communication among the education constituencies including the regent universities, private colleges, community colleges, K-12 schools, and the Iowa Department of Education.
3. To continue the work with high schools and community colleges regarding EDI (Educational Data Interchange) transmission of educational records.
4. To respond to the general education articulation issues from the state and specific concerns from the Inter-Institutional Committee on Educational Coordination.

Liaison Advisory Committee on Transfer Students (LACTS)

In addition the RCER (Regents Committee on Educational Relations), the regent institutions, and Iowa's community colleges have been engaged in ongoing discussions to improve articulation through another organization called LACTS (Liaison Advisory Committee on Transfer). The LACTS was initiated in the 1970's to address specific articulation issues. LACTS is the group that develops statewide articulation agreements between Iowa community colleges and the regent institutions. In addition, LACTS discusses articulation trends and national issues impacting student transfer.

The Iowa Department of Education staff serves on the LACTS along with regent institutions and community college representatives. The committee meets three or four times each year and reports back to RCER and to the community college presidents. The LACTS also sponsors an annual meeting related to articulation issues and serves to bring together the faculties within designated disciplines to resolve specific issues. The LACTS is responsible for the annual review, revision, and approval of the statewide articulation agreements between the community colleges and the three regent universities. These are provided in Appendix D.

Success of Community College Credit Students

➤ Transfers from Iowa Community Colleges

It is reported by Ann Fields, Director, Vision 2020 Project, Iowa State University and Larry Ebberts, Professor, Iowa State University (“Iowa’s Community College Transfer Students: How Do They Compete Academically at Iowa Regent Universities?” 2001), that community college transfer students comprise one-quarter to one-third of all third-year students at Iowa regent universities, ranging from 22.2 percent at the University of Iowa; 24.2 percent at Iowa State University; and 33.5 percent at the University of Northern Iowa (Fall 1996).

According to the November 6, 2001, *Iowa Board of Regents Annual Report on Student Retention and Graduation Rates*, the largest portion of students that transfer to regent universities is from Iowa community colleges (Fall 1995).

➤ Six-Year Graduation Rates of All Transfer Students Compared to Iowa Community College Transfer Students to Regent Universities

For the past eight reporting years, community college transfer students to the regent universities have posted an average six-year graduation rate of 55.8 percent at the University of Iowa; 63.7 percent at Iowa State University; and 70.2 percent at the University of Northern Iowa.

Percentage of Students—Six-Year Graduation Rates—All Transfer Students Compared to Community College Transfer Students

Admit Year	University of Iowa		Iowa State University		University of Northern Iowa	
	Graduation Rate All Transfer Students	Graduation Rate Iowa Community College Transfer Students	Graduation Rate All Transfer Students	Graduation Rate Iowa Community College Transfer Students	Graduation Rate All Transfer Students	Graduation Rate Iowa Community College Transfer Students
1988	64.3%	58.8%	65.9%	66.3%	70.4%	71.0%
1989	64.0%	56.9%	65.0%	64.0%	72.9%	73.9%
1990	64.7%	60.2%	64.5%	63.3%	69.6%	70.3%
1991	62.3%	56.5%	64.1%	65.4%	68.0%	69.7%
1992	61.1%	54.7%	64.0%	64.1%	69.4%	71.3%
1993	57.7%	51.4%	65.0%	62.6%	68.9%	71.4%
1995	61.3%	54.0%	62.7%	60.9%	65.7%	66.0%
1996	62.1%	56.5%	62.9%	63.6%	68.3%	68.9%
Average	62.2%	55.8%	64.3%	63.7%	69.1%	70.2%

Source: November 6, 2001, Iowa Board of Regents Annual Report on Student Retention and Graduation Rates

Many of Iowa's community colleges have articulation agreements with private and independent colleges in Iowa. The community colleges on Iowa's borders have articulation agreements with both public and private higher education institutions that are located out-of-state. Statewide data regarding the success of these former community college students are not available; however, the individual community colleges often survey their leavers and graduates regarding their success at these transfer institutions. The Iowa Department of Education will continue to work with the community colleges to gain accurate and timely follow-up information regarding these students who transfer to private, independent, and out-of-state institutions.

Additionally, the Iowa Department of Education continues to receive anecdotal information and inquiries from individuals regarding difficulties they or their children have had with the acceptance of community college credits at the regent institutions. The Iowa Department of Education is considering the development of a collaborative study, which will pinpoint the areas of difficulties, so that students will not have to duplicate coursework.

Since the implementation of the strategic plan, the Iowa Department of Education has not initiated further discussions regarding mediation and arbitration over transfer issues; the Iowa Department of Education has concentrated its efforts on developing baseline information and an inventory of articulation agreements. This specific activity will be addressed in the future.

Students Entering Iowa Community Colleges with the General Education Development (GED) High School Award—Community colleges serve a very diverse student population; with their goal of student success and providing an open-door to higher education, community colleges have sought to provide a smooth transition for students who have completed the General Education Development (GED) diploma. FY 00-01, unduplicated credit enrollment of 98,602 students included 4,629 (4.69 percent) individuals that identified a high school award type of GED. Students earning 24 or more credit hours (full-time students) totaled 27,507 and 1,189 (4.32 percent) of that total were individuals who had attained a GED prior to enrolling in Iowa community colleges, according to the Management Information Systems (MIS).

Student Organizations Serve as a Tool to Enhance Transition

Career and technical student organizations often span the secondary to postsecondary systems. Information regarding student organizations is being included under articulation because the linkages of these organizations across the secondary and postsecondary sectors of education contributes to the movement a seamless educational system.

Career and technical student organizations serve over 18,000 high school and college Iowa students. The following is a list of all the career and technical student organizations that are recognized by the Iowa State Board of Education.

- Business Professionals of America (BPA)
- Delta Epsilon Chi
- DECA
- Family, Careers, and Community Leaders of America (FCCLA)
- Future Business Leaders of America (FBLA)
- FFA
- Health Occupations Student Association (HOSA)
- Phi Beta Lambda (PBL)
- Postsecondary Agriculture Students (PAS)
- SkillsUSA-VICA
- Technology Student Association (TSA)

Sectors of Our Economy Served by Student Organizations

Beginning in 1929, with the organization of the first career and technical student organization, the Iowa State Board of Education and the schools and colleges of Iowa demonstrated their support for leadership development opportunities for Iowa students. Over the past 70 years, the Iowa State Board of Education has chartered career and technical student organizations to provide leadership and skill development opportunities for students enrolled in all career and technical education programs.

- Business Professionals of America, Future Business Leaders of America, and Phi Beta Lambda serve the business and administration, information technology, and finance sector.
- DECA and DELTA EPSILON CHI serve the marketing sector.
- Family, Careers, and Community Leaders of America serves the hospitality, food service, child care, and family–relations services sector.
- FFA and Postsecondary Agriculture Students Association serve the agriculture sector.
- Health Occupations Student Association serves the health-care sector.
- SkillsUSA-VICA and the Technology Students Association serve the manufacturing, transportation, construction and graphics communication sectors.

Students enrolled in career and technical education programs in Iowa’s community colleges and comprehensive high schools are fortunate to have multiple opportunities available to them for the development of leadership and technical skills in preparation for success in the workplace and the community. The purpose of these secondary and postsecondary organizations is to develop leadership and technical skills through motivation, participation, and recognition activities that are integrated into a specific curriculum.

Members strengthen their leadership through interaction with professionals in the particular occupational field and by association with other students at the local, state, and national levels. Students are provided opportunities to develop individual career-focused interests into special projects, and are also able to participate in local, regional, state, and national competitions. Public speaking, parliamentary procedure, interview, sales presentations and communication activities are examples of events, along with individual and team events designed to display technical skills such as accounting, automotive technology, computer networking, computer numerical control, and structural engineering. In FY 00-01, over 2,500 students from Iowa high schools and community colleges represented our state at national leadership and competitive events. These students demonstrated the knowledge and skills they learned in Iowa's career and technical education programs for national business leaders and policy makers. Over 50 of these students won national honors.

Part A

Goal #1: Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.

Section 2

Initiative I: Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators, and the need for professional development on learning, teaching, and leadership.

Survey to Determine Immediate and Projected Personnel Needs of Iowa's Community Colleges—In the spring 2001, the Iowa Department of Education collaborated with Iowa State University and the Iowa Association of Community College Trustees (IACCT) in the development and implementation of a statewide survey of the community colleges to determine their immediate and projected personnel needs. All 15 community colleges participated in the survey, and the results were published and reported to the Iowa State Board of Education, the Iowa Association of Community College Presidents (IACCP), and the IACCT. (See Appendix E for the executive summary of the survey report.)

Teacher Training Workshop/Community College and Four-Year Teacher Training Programs—During August 2001, Iowa Department of Education staff conducted training for individuals who will serve on review teams evaluating teacher preparation programs in Iowa public and private four-year colleges and universities. Community college faculty members in the arts and science and/or early childhood education programs were invited to join the group. Immediately prior to the training workshop, a meeting was held between representatives from both two- and four-year teacher education programs. Registration for the meeting and/or workshop included seven faculty from six of the 15 community colleges. An Iowa Department of Education consultant representing the Bureau of Community Colleges also participated in both events. The purpose of community college participation was an effort to continue and expand the communication between the two- and four-year colleges. One of the ultimate aims was to facilitate the articulation between pre-education and teacher preparation programs under the state's new performance-based standards. The Iowa Department of Education is committed to maintaining high standards for teacher preparation in the state. Training reviewers and facilitating articulation between community colleges and teacher education programs are functions of that commitment.

Iowa Career and Technical Teacher Survey

National surveys project a shortage of teachers. Fewer individuals are being recruited into the profession and significant numbers of current teachers are reaching retirement age. With that information in mind, the Iowa Department of Education conducted a survey in FY 00 regarding the age and potential retirement of Iowa career and technical secondary teachers. This information is critical for planning for career and technical education.

Presentations to Teacher Preparation Programs

In an effort to strengthen the connection between the department, teacher preparation programs, and faculty and enrolled students in teacher-preparation programs, four-hour presentations by Iowa Department of Education staff have been made to the University of Northern Iowa students in teacher preparation programs. These presentations are available to other teacher preparation programs across the state. Items discussed include: articulation; advisory committees/councils; curriculum; school improvement; standards/benchmarks; professional organizations; student organizations; Perkins/tech prep; and equity

Iowa Department of Education Program Management Committees

The Iowa Department of Education recognizes that keeping educational program content current is critical for successful employment. Feedback from the field is an important element of education and Program Management Committees have been established to help department personnel with this objective. Program Management Committees consist of stakeholders with expertise in specific service areas. They are organized to provide input for program development. Program Management Committee responsibilities include:

- Organizing professional development opportunities for each service area (including middle school, secondary, and community college personnel).
- Initiating statewide articulation agreements in the service areas.
- Studying the issues around teacher shortages and certification.
- Developing and disseminating standards and benchmarks.
- Conducting needs assessments.
- Supporting student organizations.
- Supporting professional organizations.
- Disseminating research findings and the effects upon the service areas .

Program Management Committees consist in each of the six services areas of career and technical education. Membership includes representatives of middle school instructors; secondary instructors; community college instructors; secondary school administrators; community college administrators; business, industry, and labor representatives; student organization representatives; professional organization representatives; and university teacher preparation representatives.

Professional Organizations and Community College Divisions and Department Deans

Iowa Department of Education staff members serve as liaisons for the following boards and committees.

- Association of College Admissions Counselors
- Iowa Association of Agricultural Educators (IAAE)
- Iowa Association of Career and Technical Education (IACTE)
- Iowa Business Education Association (IBEA)
- Iowa Family and Consumer Science Educators for Progress (IFCSEP)
- Iowa Health Occupations Association (IHOA)
- Iowa Industrial Technology Education Association (IITEA)
- Iowa School Counselors Association
- Iowa Vocational Education Equity Council (IVEEC)
- Iowa Tech Prep Coordinators
- Community College Career and Technical Deans
- Community College Business Deans and Directors
- Community College Health Deans and Health Continuing Education Directors
- Community College Trade and Industrial Deans

These groups provide:

- Coordination of professional development activities for both secondary and postsecondary personnel on a statewide and regional basis.
- Communication to members of the organizations regarding statewide initiatives.

Community College Licensure Task Force

The Iowa Department of Education convened the Community College Licensure Task Force in August 2001, in response to Senate File 480. The task force included representation from the Iowa Department of Education, the Iowa Association of Community College Trustees (IACCT), the Iowa Board of Educational Examiners, the Iowa Association of Community College Presidents (IACCP), the Iowa State Education Association (ISEA), a community college vocational-technical instructor, a community college arts and science instructor, and a member of the Iowa State Board of Education. The task force was focused in its work by a set of guiding principles:

1. The quality of instructional staff at Iowa's community colleges is the most critical ingredient in the success of our students. Any policy regarding community college instructional staff should improve the recruitment, retention, development, and support for this most critical asset with the intent of supporting and improving student learning.
2. The task force's work will focus on meeting the requirements of Senate File 480.
3. The task force's recommendations should be researched and data-driven.

4. The professional development of faculty, staff, and administrators should be an ongoing and valued component of the educational enterprise.
5. Consideration should be given to maintaining a reasonable balance between local control, quality assurance, regulatory compliance, and institutional flexibility.

The task force's discussions centered on the theme of ensuring quality teaching and student success through teacher qualifications and professional development. The task force met three times in Des Moines. The agenda were developed in consultation with members, and verbal presentations were provided by experts knowledgeable about the issue and its history. Progress was reviewed on a monthly basis with the Iowa Association of Community College Trustees (IACCT), the Iowa Association of Community College Presidents (IACCP), the Community College Council, the Iowa State Board of Education, and the community college chief academic officers. All meetings were open to the public.

A final set of recommendations regarding community college faculty licensure was developed and approved unanimously by a roll call vote of the full task force on October 29, 2001. It was suggested that the Iowa Department of Education develop and circulate a list of questions and answers to clarify the recommendations and their impact on the colleges and their personnel. The recommendations were reviewed with the community college chief academic officers, the IACCP, and the IACCT at their November meetings. On November 13, 2001, the Community College Council voted to recommend approval of the recommendations to the Iowa State Board of Education. On November 14, 2001, the Iowa State Board of Education reviewed and discussed the recommendations of the task force. The Iowa Board of Educational Examiners reviewed and approved the recommendations for elimination of community college faculty licensure by the Board of Educational Examiners at its November 9, 2001, meeting. An overview of the proceedings of the task force is provided in Appendix F. The recommendations of the task force are provided in Appendix G. These recommendations stress the need for ongoing professional development of community college faculty on learning, teaching, and leadership.

Part B

Goal #2: Iowa's System of Community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Section 1

Initiative C: Strengthen linkages between the Iowa Workforce Development, the Iowa Department of Economic Development, the Iowa Department of Education, and Iowa's system of Community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.

Ongoing Collaborations

The administrator of the Division of Community Colleges and Workforce Preparation within the Iowa Department of Education, serves on the Governor's Enterprise Planning Team (EPT)—New Economy; the EPT is the Governor's strategic planning process. The New Economy Team is chaired by Richard Running, director of the Iowa Workforce Development (IWD). Additionally, division staff members serve on the School-to-Work Administrative Team, composed of administrators from Iowa Workforce Development (IWD) and the Iowa Department of Economic Development (IDED). Staff members from the Division of Community Colleges and Workforce Preparation recently presented to the IWD Board an update on Iowa adult basic education and literacy programs delivered through Iowa's community colleges, and an update on career and technical education. In March 2002, the *Annual Performance Report on Adult Basic Education* will be presented to both the Iowa State Board of Education and the IWD Board. These presentations are a means of communicating and providing information regarding ongoing collaboration between the community colleges and the local workforce development centers and the Iowa Department of Education and the IWD and IDED.

- **Iowa Paths—A Systems Change Project Building Capacity for Change Through Collaboration Partners with the Iowa Department of Education, Division of Vocational Rehabilitation Services, Iowa Workforce Development, Iowa Department of Human Services, and Department of Human Rights**

Additionally, the Iowa Department of Education staff serve on a collaborative project between the Division of Vocational Rehabilitation Services and coordinated through the IWD and IDED, and the Iowa Department of Education. The Iowa Department of Education and other state agencies work together to eliminate system barriers to citizens. One such project is a grant to serve individuals with disabilities who also receive public support. This population is often served by more than one state agency. Management personnel from the division serve on the governance group which resolves common barriers on the following grant.

Project Summary

Iowa Paths is a five-year systems change project working to expand employment opportunities for individuals with disabilities who receive public assistance. The project is a cooperative effort between the Iowa Departments of Education, Human Services, Workforce Development (IWD), and Human Rights. These agencies have collaborated to create multi-agency working groups at the state and local levels to identify and reduce barriers to competitive employment for the targeted individuals.

The project design is based on the theory that where local effective teamwork develops, the agency partners will have not only a better knowledge of services, but will also develop and strengthen professional relationships with their counterparts in other agencies to more effectively confront systems barriers. Two (2) local demonstration projects for FY 01-03 have been granted to community colleges through this grant. Their regional activities have been designed to address barriers to a specific population. The projects are as follows:

Polk County - Des Moines Area Community College: Address systemic barriers to employment for individuals with a diagnosed mental illness who have the capacity to be competitively employed and have been involved in the correctional system.

Davenport - Eastern Iowa Community College District: Form a network with technical assistance capabilities that provides relevant public assistance information, enhancing the ability of front-line workers to accurately inform consumers with disabilities, as they enter competitive employment.

➤ Customer Tracking

The customer tracking system, mandated by legislation, has been developed through the collaboration of the Iowa Departments of Education, Workforce Development, and Economic Development. The tracking system was first pilot-tested with the Jobs Promise Program of IWD, and was utilized to develop the baseline for the Perkins Performance Measures and the Iowa Adult Basic Education Performance Measures and Benchmarks.

Economic Development

Iowa Department of Education personnel have worked with community college personnel and the Iowa Department of Economic Development (IDED) personnel to develop a reporting system for community colleges' educational activities. These educational activities are funded by legislative action. The Management Information System (MIS) has been developed and implemented over a period of several years and is the mechanism by which data are collected regarding community college activity. During the past year, numerous meetings and in-service sessions have been held with community college economic development personnel to implement electronic reporting via the MIS of economic development training.

Training and retraining provided by community colleges, which are funded through the IDED initiatives and reported for FY 00-01, are separated into three program areas. The areas include: Iowa Industrial New Jobs Training Programs (260E); Iowa Jobs Training Programs (260F); Accelerated Career Education - ACE (260G); and Apprenticeship. Community college reports for a fiscal and economic development program timeframes may be up to 10 years. The reporting timeframe is dependent upon the term of the economic development project.

Only hours identified and reported on the MIS for economic development training are reflected. Three (3) community colleges did not report 260E hours for FY 00-01 on the MIS. The number of students is unduplicated. Definitions for programs are from the IDED, 2000 Annual Report.

Iowa Industrial New Jobs Training Programs (260E)

Fiscal Year 2000-2001 260E

356,920.60 Contact Hours

69.00 Credit Hours

Headcount Total: 7,747

Iowa Industrial New Jobs Training Programs (260E) assist businesses that are creating new positions or new jobs in the state of Iowa. The community college district in which the new or expanding business is located issues training certificates (bonds) to pay for the training costs. Flexible funding may be utilized to meet a variety of training and employee development needs.

**Training Funded by 260E Programs and Offered by Iowa Community
Colleges in Fiscal Year 2000-2001**

260E Training Provided by Iowa Community Colleges		
Non-Credit Programs	Unduplicated Students	Contact Hours
Agriculture Education	2	13.50
Agricultural Sciences	1	21.30
Basic Skills	35	1,190.40
Business Mgmt. and Administrative Services	3,096	91,333.60
Construction Trades	68	2,024.00
Engineering	30	1,576.80
Engineering-Related Technologies	2,723	197,324.20
Health Professions and Related Sciences	82	932.80
Health-Related Knowledge and Skills	31	37.20
Marketing Education	75	586.40
Mechanics and Repairers	387	9,564.80
Precision Production Trades	696	33,248.60
Trade and Industrial Occupations	291	16,626.60
Transportation and Materials Moving Workers	97	2,440.40
260E Non-Credit Total	7,614	356,920.60
Credit Programs	Unduplicated Students	Credit Hours
Precision Production Trades	23	69.00
260E Credit Total	23	69.00

Source: Iowa Department of Education, Bureau of Community Colleges, Management Information System (MIS)

Iowa Jobs Training Programs (260F)

Fiscal Year 2000-2001
260F

222,000.75 Contact Hours
54.00 Credit Hours
Headcount Total: 11,282

Iowa Jobs Training Programs (260F) foster growth and competitiveness of Iowa's business and industry by building workforce skills and expertise. Customized training programs are developed for current employees.

**Training Funded by 260F Programs and Offered by Iowa
Community Colleges in Fiscal Year 2000-2001**

260F Training Provided by Iowa Community Colleges		
Non-Credit Programs	Unduplicated Students	Contact Hours
Agriculture Education	425	8,031.60
Basic Skills	28	642.00
Business Management and Administrative Services	6,306	85,996.51
Communications	57	205.20
Computer and Information Sciences	22	4,346.40
Construction Trades	522	39,300.00
Engineering-Related Technologies	2,192	36,489.30
Health Professions and Related Sciences	139	1,460.80
High School/Sec. Diplomas & Certificates	19	1,386.00
Marketing Education	94	682.00
Mechanics and Repairers	526	11,876.10
Precision Production Trades	610	28,934.14
Protective Services	185	1,076.40
Trade and Industrial Occupations	23	806.40
Transportation and Materials Moving Workers	86	767.90
260F Non-Credit Total	11,234	222,000.75
Credit Programs	Unduplicated Students	Credit Hours
Business Management and Administrative Services	13	13.00
Science Technologies	41	41.00
260F Credit Total	54	54.00

Source: Iowa Department of Education, Bureau of Community Colleges, Management Information System (MIS)

Accelerated Career Education (ACE 260G)

**Fiscal Year 2000-2001
260G**

4,272.00 Contact Hours
17,123.50 Credit Hours
Headcount Total: 1,089

Accelerated Career Education (ACE 260G) supports the development or expansion of educational programs that address critical workforce needs. The legislation contained three components: infrastructure, program job credits, and student aid.

**Training Funded by 260G Programs Offered by Iowa Community Colleges
in Fiscal Year 2000-2001**

260G Training Provided by Iowa Community Colleges		
Non-Credit Programs	Unduplicated Students	Contact Hours
Business Mgmt. and Administrative Services	80	1,968.00
Mechanics and Repairers	4	2,304.00
260G Non-Credit Total	84	4,272.00
Credit Programs	Unduplicated Students	Credit Hours
Agriculture Education	5	120.50
Business Management and Administrative Sciences	483	7,746.00
Construction Trades	20	472.50
Engineering-Related Technologies	35	588.00
Health Professions and Related Sciences	112	1,414.00
Mechanics and Repairers	300	5,336.50
Precision Production Trades	50	1,446.00
260G Credit Total	1,005	17,123.50

Source: Iowa Department of Education, Bureau of Community Colleges, Management Information System (MIS)

Part B

Goal #2: Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.

Section 2

Initiative D: Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.

Adult Basic Education and the Legislative Context within the Workforce Investment Act (WIA)--Adult basic education is delivered by Iowa's system of community colleges. The passage of the Workforce Investment Act (WIA) of 1998 [Public Law 105-220] by the 105th Congress has ushered in a new era of collaboration, coordination, cooperation, and accountability. The overall goal of the act is "to increase the employment, retention, and earnings of participants, and to increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the nation."

The key principles inculcated in the act are:

- Streamlining services.
- Empowering individuals.
- Providing universal access.
- Increasing accountability.
- Creating new roles for local boards.
- Increasing state and local flexibility.
- Improving youth programs.

The purpose of the Adult Education and Family Literacy Act (AEFLA), enacted as Title II of the WIA of 1998, is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult basic education and literacy services in order to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment, and self-sufficiency.
- Assist adults who are parents obtain the educational skills necessary to become full partners in the educational development of their children.
- Assist adults in the completion of a secondary school education.

One of the major intents of the Adult Education and Family Literacy Act (AEFLA) was to establish performance measures and benchmarks to demonstrate increased accountability in line with the major goals and objectives of Workforce Investment Act (WIA). When AEFLA was reauthorized in 1998, Congress made accountability for results a central focus of the new law, setting out new performance accountability requirements for states and local programs that measure program effectiveness on the basis of student academic achievement and competency-based outcomes. Section 212(2)(A) of the Act specifies that each eligible agency (i.e., the Iowa Department of Education and local grant recipients) is subject to certain core indicators of performance and has the authority to specify additional indicators. The core indicators are:

- Demonstrated improvement in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.
- Receipt of an [adult] secondary school diploma or its recognized equivalent [Iowa High School Equivalency Diploma].

The five National Reporting System (NRS) core outcome measures were selected to address the requirements for core indicators of performance in the AEFLA Act of the WIA. The following chart shows how the core measures relate to these requirements and goals for adult basic education as stated in WIA legislation.

**Goals and Core Indicators of the Adult Education
and Family Literacy Act and NRS Core Outcome Measures**

Goals of Adult Basic Education Described in the Adult Education and Family Literacy Act	Core Indicators Required by the Adult Education and Family Literacy Act	National Reporting System Core Outcome Measures
Assist adults to become literate and to obtain the knowledge and skills necessary for employment and self-sufficiency.	Improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.	Educational gains (achieve skills to advance educational functioning level).
Assist parents to obtain the skills necessary to be full partners in their children's educational development. Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.	Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.	Retained employment, placement in postsecondary education, or training.
Assist adults in the completion of secondary school education.	Receipt of a secondary school diploma or its recognized equivalent.	Receipt of a secondary school diploma or GED (General Education Development) tests.

The Iowa basic skills core percentage benchmarks were established utilizing the Adult Education Government Performance Review Act (GPRA) indicator model disseminated by the United States Department of Education: Division of Adult Education and Literacy (USDE:DAEL). The Act [Section 212(2)(B)] also authorizes the Iowa Department of Education to identify additional indicators of performance for adult basic education and literacy activities.

The additional indicator established for Iowa's statewide basic skills program was the inclusion of the Iowa Basic Skills Certification Program. The certification program was pilot tested for one year (1997) by four community college pilot sites. In FY 01, all 15 community colleges implemented the basic skills certification program. It has been expanded to include reading, mathematics, and writing. The results indicated that this program is a valid and reliable program performance indicator.

For more information, see the "Iowa's Adult Basic Education Annual Benchmark Report for Program Year 2001 (July 1, 2000 – June 20, 2001)."

<http://www.readiowa.org/finalreports2001/benchmarkexec.pdf>

Developmental Education

In FY 01, the Iowa Department of Education conducted a survey of the community colleges regarding developmental education. Fourteen (14) of the 15 community colleges responded to the survey. The survey results provided an update regarding assessment tools, mandatory versus voluntary placement in classes, success of students who are enrolled in developmental education classes in subsequent postsecondary coursework, and the benefits and challenges facing developmental education in the community colleges. (See the "Condition of Iowa Community Colleges—2001" at <http://www.state.ia.us/educate/ccwp/cc/documents.html>.)

Community College Women's Resource Center

The Perkins Act of 1988 eliminated the special set-aside funds for sex equity and nontraditional program initiatives. Nonetheless, to encourage continued advancements in the sex equity and nontraditional program enrollment enhancements, the Iowa Equity Resource Center has received reduced funding to continue at a basic level of activity. The center is located at Indian Hills Community College and serves the state of Iowa through loaning multi-media materials relating to multicultural, gender-fair education. The collection includes curriculum materials, books, and pamphlets on a wide variety of topics. Educators, helping professionals, and students can borrow materials by browsing the on-line catalog available on the center's web page (<http://www.iaerc.net>) and for ordering on-line.

Part C

Goal #3: Iowa's System of Community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Section 1

Initiative A: Establish a mechanism to identify the two- to five-year projected increase in costs of Iowa's system of community colleges.

The following charts were developed by the Iowa Department of Education to show Iowa community college expenditure trend information for FY 98-99 through FY 00-01. Future trends are dependent upon several factors beyond the control of the community colleges, including, but not limited to the following:

- State general aid to community colleges.
- State tax revenue collections.
- General economic conditions in both Iowa and in the nation.
- Trends in unemployment.

Iowa Community Colleges Expenditures by Category of the Unrestricted General Operating Fund Expenditure Fiscal Year 1998-1999

Expenditures by Category	Percent of Total	Dollar Expenditures by Category
Salaries	74.02%	\$217,947,456
Services	14.01%	\$ 41,237,409
Materials, Supplies, and Travel	6.03%	\$ 17,752,400
Current Expenses	3.41%	\$ 10,053,475
Capital Outlay	2.53%	\$ 7,442,840
TOTAL EXPENDITURES	100.00%	

*Figures rounded to the nearest whole dollar and may differ from Expenditures by Category due to rounding.

Source: Iowa Department of Education, Annual Report Fiscal Year 1999, Unrestricted General Fund AS-15E, Fund 1

**Iowa Community Colleges Expenditures by Category of the
Unrestricted General Operating Fund Expenditure
Fiscal Year 1999-2000**

Expenditures by Category	Percent of Total	Dollar Expenditures by Category
Salaries	74.05%	\$229,427,498
Services	13.75%	\$ 42,607,188
Materials, Supplies, and Travel	5.93%	\$ 18,373,676
Current Expenses	3.57%	\$ 11,072,834
Capital Outlay	2.69%	\$ 8,344,724
TOTAL EXPENDITURES	100.00%	\$309,825,920

*Figures rounded to the nearest whole dollar and may differ from Expenditures by Category due to rounding.

Source: Iowa Department of Education, Annual Report Fiscal Year 2000, Unrestricted General Fund AS-15E, Fund 1

**Iowa Community Colleges Expenditures by Category of the
Unrestricted General Operating Fund Expenditure
Fiscal Year 2000-2001**

Expenditures by Category	Percent of Total	Dollar Expenditures by Category
Salaries	74.79%	\$240,013,505
Services	13.64%	\$ 43,768,807
Materials, Supplies, and Travel	5.76%	\$ 18,503,493
Current Expenses	3.54%	\$ 11,355,949
Capital Outlay	2.27%	\$ 7,279,460
TOTAL EXPENDITURES	100.00%	\$320,921,214

*Figures rounded to the nearest whole dollar and may differ from Expenditures by Category due to rounding.

Source: Iowa Department of Education, Annual Report Fiscal Year 2001, Unrestricted General Fund AS-15E, Fund 1

Part C

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Section 2

Initiative B: Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.

The Iowa Department of Education conducted a survey in September 2001 of Iowa's 15 community colleges to obtain FY 02 tuition and fees information. The results were reviewed and accepted by the Iowa State Board of Education in November 2001 and subsequently published on the Iowa Department of Education's web site in November 2001. The local board of trustees sets the tuition and fees at each community college. The Iowa Department of Education has neither responsibility nor authority for tuition and fees at community colleges, but does collect and publish information, including trends in costs and comparison to other states. The department has the authority to develop and implement a uniform residency requirement for tuition purposes. A task force was formed in FY 01. The policy on uniform residency requirement for tuition purposes was revised, approved by the Iowa State Board of Education, and distributed to the colleges. (See Appendix H for the approved "Uniform Residency Requirement for Tuition Purposes.")

The complete *2001-2002 Academic Year Iowa Community Colleges Tuition and Fees Report* is attached (see Appendix I). The following is a summary of the report that examines tuition and fees costs for community college students.

- The average annual full-time Iowa community college tuition increased \$714 or 49.3 percent from FY 93 to FY 02.
- The average annual full-time Iowa community college tuition for academic year 2001-2002 increased \$225 (11.6 percent) to \$2,162. (As set in the fall 2001, tuition may be changed by board approval between fall and spring terms.)
- The difference in annual tuition cost among Iowa community colleges decreased from \$626.00 in 1993 to \$270.00 in 2001. In FY 02, the difference between Iowa community colleges increased to \$360.00.
- In 1980, tuition and fees generated 24.4 percent of the total operating funds of Iowa community colleges. In FY 01, 39.0 percent of the total operating funds of Iowa community colleges was generated through tuition and fees.
- *The Chronicle of Higher Education Almanac Issue 2001-2002*, cites Iowa community college average tuition at 54 percent above the national average.

- Iowa ranks fourth in tuition when compared to the surrounding states of South Dakota, Minnesota, Wisconsin, Illinois, Missouri, Nebraska, and Kansas.
- In FY 02, Iowa community colleges collected \$120.8 million from tuition and fees, which represents 38.74 percent of the general operating funds. According to the *Tuition Policy of the Board of Regents Report* prepared by the Legislative Fiscal Bureau, in the same year the regent institutions collected \$246.1 million from tuition and fees, representing 30.00 percent of general university funding.
- The average community college semester hour tuition rate in fall 2001 is \$72.05. The increase in fall 2001 semester hour tuition ranges from 8.06 percent to 17.46 percent; the state average rate of increase in community college semester tuition in the fall 2001 is 11.57 percent over fall 2000.
- Fees can be a substantial part of the cost at a community college. The percentage of total cost of fees range from community colleges that do not charge fees separately to a high fee charge of \$660.00 out of the total tuition and fees charged of \$2,880.00. (22.92 percent of the total charges for a 15 hours per semester)

Source: 2001-2002 Academic Year Iowa Community Colleges Tuition and Fees Report,
issued November 2001

Part C

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Section 3

Initiative C: Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.

Financial data are submitted from each community college to the Iowa Department of Education and published annually. The complete report may be viewed at the following web site: <http://www.state.ia.us/educate/ccwp/cc/index.html>

Revenues by Source

Revenues by Source	Percent of Total		
	Fiscal Year 1998-1999	Fiscal Year 1999-2000	Fiscal Year 2000-2001
Tuition and Fees	38.97%	38.74%	39.00%
Local Support	5.89%	5.83%	5.85%
State General Aid	45.66%	45.39%	45.50%
Federal Support	3.21%	3.40%	3.40%
Other Income	6.27%	6.64%	6.25%

Source: Iowa Department of Education, Bureau of Community Colleges, Annual Report, Unrestricted General Fund, AS-15E, Fund1

- Tuition and Fees as a percentage of total revenue increased from FY 98-99 to FY 00-01, from 38.97 percent to 39.00 percent.
- Local Support as a percentage of total revenues decreased from 5.89 percent in FY 98-99 to 5.85 percent in FY 00-01.
- State General Aid as a percentage of revenues decreased from 45.66 percent in FY 98-99 to 45.50 percent in FY 00-01.

Revenues by Source include:

1. Tuition and Fees – All tuition charges (resident, non-resident, etc.) and all fees collected by the community college.
2. Local Support – Property taxes collected by the community college. Examples include equipment replacement, unemployment compensation, and debt service.
3. State General Aid – Only the state appropriation allocated to the community college from the State's General Fund.
4. Federal Support – All Sales and Services, Other Income items such as interest or gifts/grants, and Other State Aid such as State Capital Outlay, State Work Study, and Other State Support.

Revenue by Source

Fiscal Year 1998-1999, Fiscal Year 1999-2000, and Fiscal Year 2000-2001

Revenue by Source	Fiscal Year				
	1998-1999	1999-2000	% Increase Over 1998-1999	2000-2001	% Increase Over 1999-2000
Tuition & Fees	\$115,529,785	\$120,842,834	4.60%	\$126,492,784	4.68%
Local Support	\$17,468,287	\$18,185,022	4.10%	\$18,974,313	4.34%
State General Aid	\$135,366,156	\$141,577,403	4.59%	\$147,577,403	4.24%
Federal Support *	\$9,504,535	\$10,599,091	11.52%	\$11,019,583	3.97%
Other Income **	\$18,594,675	\$20,712,835	11.39%	\$20,255,115	-2.21%
Total Revenues	\$296,463,438	\$311,917,185	5.21%	\$324,319,138	3.98%

* Federal Support includes Carl D. Perkins Funding.

**Other Income includes: Other State Aid, Sales and Services, and Miscellaneous Other Income

Source: Iowa Department of Education, Bureau of Community Colleges, Annual Report, Unrestricted General Fund, AS-15E, Fund 1

The FY 01-02 actual State General Aid appropriation from the Iowa General Assembly to the 15 community colleges totals \$142,722,759, a reduction from the previous fiscal year total of \$4,854,644 (3.29 percent). Effective with the November 15, 2001, State General Aid payment, there was an additional total reduction in State General Aid of \$5,137,079 (3.60 percent). The total reduction in State General Aid from Fiscal Year 2000-2001, to Fiscal Year 2001-2002 totaled \$9,991,723 (6.77 percent).

State General Aid (Fiscal Year 1998-1999, Fiscal Year 1999-2000, and Fiscal Year 2000-2001)

Fiscal Year	State General Aid	Dollar Change (Decrease)	Percent Change (Decrease)
1998-1999*	\$135,366,156	\$4,784,105 *	3.66% *
1999-2000	\$141,577,403	\$6,211,247	4.59%
2000-2001	\$147,577,403	\$6,000,000	4.24%
2001-2002**	\$137,585,680	<\$9,991,723>	<6.77%>

*State General Aid in Fiscal Year 1997-1998 was \$130,582,051

**Includes November 2001 deappropriation of \$5,137,079 (6.77%).

Source: Laws of the General Assembly

Declining State General Aid support and the high rate of increase in community college tuition and fees is increasingly drawing attention to local support as a means of meeting the operational expenses of the community college. Detailed information regarding the expenditures by category and expenditures by function of the Iowa's community colleges can be found in the "Condition of Iowa's Community Colleges—2002."

Part C

Goal #3: Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.

Section 4

Initiative D: Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.

The compensation of community college faculty and professional staff is locally determined. The Iowa Department of Education's Management Information System (MIS) collects community college data annually. FY 01 is the first year in which salary information has been collected in the human resources file for publication. Determination of the average base salary for full-time instructional staff is necessary to make a comparison from Iowa community colleges to contiguous states and to the national average. Salaries are set at each community college and are not within the responsibility of the department; however, the collection of data is an essential function of the department.

Salaries

FY 00-01 is the first year the MIS is reporting salaries. Average base salary for 1,998 full-time instructional staff reported by community colleges is \$34,695 for FY 00-01. Iowa community college base salary is a nine-month teaching contract.

Average Base Salary Full-Time Instructional Positions Fiscal Year 2000-2001

Number of Full-Time Instructional Positions	Average Base Salary
1,998	\$34,695

Source: Iowa Department of Education, Bureau of Community Management Information System (MIS)

In addition to the community college MIS, there are a number of other state and federal reports that publish information regarding community college faculty salaries; variances across these reports are due to differences in factors such as definitions, classification systems, and contract periods.

**Comparison of Iowa and National Salaries Average Full-Time Faculty Members
in Public Four-Year and Public Two-Year Institutions--FY93-99**

Fiscal Year	Iowa 4-Year Public Institutions	National 4-Year Public Institutions	Iowa 2-Year Public Institutions	National 2-Year Public Institutions
1992-1993	\$53,458	\$49,906	\$32,973	\$38,935
1993-1994	\$54,011	\$51,493	\$34,329	\$41,040
1994-1995	\$55,522	\$53,444	\$34,634	\$42,101
1995-1996	\$58,998	\$55,068	\$35,726	\$43,295
1996-1997	*	\$57,149	\$35,964	\$43,356
1997-1998	\$63,119	\$58,773	\$37,460	\$45,919
1998-1999	\$65,001	\$61,148	\$38,334	\$47,285

*Data not available Source: **The Chronicle of Higher Education Almanacs** (1993-2002)

**Iowa College Student Aid Commission Average Faculty Salaries by
Type of Iowa Institution 1994 and 1999, 9-10 Month Contracts**

	Iowa Regent Universities			Iowa 4-Yr Independent Colleges			Iowa Community Colleges		
	1994	1999	Percent Change	1994	1999	Percent Change	1994	1999	Percent Change
Professors									
Men	68,037	80,875	18.87%	48,992	57,001	16.35%	39,268	43,876	11.73%
Women	62,126	70,547	13.55%	43,294	51,553	19.08%	36,645	41,994	14.60%
Associate Professors									
Men	51,023	59,298	16.22%	38,452	44,207	14.97%	33,868	38,247	12.93%
Women	45,225	52,466	16.01%	37,428	42,268	12.93%	31,910	37,606	17.85%
Assistant Professors									
Men	42,377	48,138	13.59%	33,368	37,352	11.94%	33,219	34,310	3.28%
Women	38,479	45,342	17.84%	32,559	36,185	11.14%	29,327	32,431	10.58%
Instructors									
Men	29,653	37,420	26.19%	28,260	32,569	15.25%	35,511	37,830	6.53%
Women	28,412	35,702	25.66%	26,142	32,390	23.90%	31,963	35,873	12.23%
Other									
Men	---	---	---	34,814	40,996	17.76%	34,272	39,316	14.72%
Women	---	---	---	28,562	31,928	11.78%	32,729	37,858	15.67%
Total									
Men	55,844	66,252	18.64%	40,256	46,960	16.65%	35,043	39,153	11.73%
Women	41,902	51,333	22.51%	34,536	40,519	17.32%	32,481	37,443	15.28%

Source: **Iowa College Student Aid Commission**

January 2002—SHAPING THE FUTURE

Five-Year Plan for Iowa's System of

Community Colleges

Coordination of Statewide Response by

the Iowa Department of Education

515/281-8260

Part D

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Section 1

Initiative A: Develop a set of agreed-upon performance indicators common to all community colleges.

Performance Indicators Task Force

In response to this initiative, in May 2001, the Iowa Department of Education appointed a Community College Performance Indicators Task Force. President Robert Dunker of Western Iowa Tech Community College; and Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, are the task force co-chairs. Members of the task force include representatives of the community college presidents, community college chief academic affairs officers, trustees, data reporting officers, Iowa Department of Economic Development, Iowa Department of Workforce Development, Iowa Department of Education, and the Iowa State Board of Education. The task force has met both in person and through teleconference calls.

Development of the performance indicators is still in progress; regular reports of the committee's work are made to the various community college groups, the Community College Council, the Iowa Association of Community College Presidents, and the Iowa Association of Community College Trustees, via Iowa Department of Education representatives and representatives from these groups serving on the task force. (Copies of the task force meeting agenda are given in Appendix J.)

The task force has conducted a review of other state mandated performance indicators data currently collected regarding Iowa's community colleges for state and federal reporting and accountability purposes, and the relationship of performance indicators to the mission and goals of Iowa's community colleges.

The task force is currently exploring with the Iowa College Student Aid Commission the capabilities of the National Student Loan Data System in collecting information regarding the success of Iowa community college students who transfer to other colleges and universities.

The task force is structuring the performance indicators around four broad goals or functions of the community colleges:

- Arts and Science College Parallel/Transfer Programs
- Career and Technical Programs
- Workforce Training
- Adult Literacy and Basic Education

It is anticipated that the recommendations for the performance indicators will be developed and forwarded to the Iowa State Board of Education in late summer 2002.

Part D

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Section 2

Initiative B: Collect, verify, and publish community college data through the use of the MIS system

Iowa Community College/Management Information System (MIS)

The Management Information System (MIS) continues to expand the capacity of the Iowa Department of Education to provide accurate and detailed community college data. A yearly report based on MIS data provides point-in-time information and builds the capacity for longitudinal studies of community colleges. In addition, data help identify the impact of community college programs and services on the local community and the college's role in the development of a highly skilled workforce for Iowa's changing economy.

Purpose:

The purpose of the MIS is to collect data electronically from the community colleges to provide information about credit and non-credit students, credit student awards, program and courses, human resources, and community college finances, and improvement and accountability of the system. This is the third year for data collection via the MIS.

Continuous Process Improvement Initiatives:

The Iowa Department of Education has undertaken continuous process improvement initiatives related to the MIS. These include:

- Refining and editing the MIS related documents based on collaboration with community college representatives regarding identified issues and system improvements.
- Evaluating and improving the MIS data collection and submission process.
- Conducting on-site visits by bureau staff to community colleges to improve the data collection system.
- Utilizing data for publications that describe community colleges, their students and services, staff, and the community college system.
- Utilizing data for strategic planning, funding proposals, evaluation of the community college system, and marketing.

- Providing the legislature with information to assist with policy development and funding.
- Assisting with collaboration with other state agencies.
- Providing data and information to national agencies and publications.
- Providing technical assistance provided by email, telephone, fax, and face-to-face follow-up.

Reports Generated From MIS Data:

Annual Iowa community college MIS reports for each of the FY 99 through FY 01 may be accessed through the Iowa Department of Education's web page: www.state.ia.us/educate/ccwp/cc/documents.html

For the MIS to be successfully implemented, the Iowa Department of Education annually updates a number of manuals to ensure consistency of definitions and interpretation in reporting formats. These include:

- Community College Uniform Financial Accounting Manual
- Classification of Instructional Programs (CIP Users Handbook)
- MIS (Management Information System) Data Dictionary
- Year-End Reporting Manual/Including Financial Reporting Section

Reports generated utilizing the MIS and other data collected by the department include:

- Community College Personnel Directory
- Fall Term Credit Student Enrollment Report
- Fiscal/Year-End Report
- Community College Tuition and Fees Report
- Condition of Iowa's Community Colleges—2002
- Other Publications

Part D

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Section 3

Initiative C: Collect one- and five-year implementation plans and annual accomplishments related to the Statewide Strategic Plan from each community college and issue a statewide annual report.

The Iowa Department of Education completed the coordination of the development of the Iowa Community College Statewide Strategic Planning process. The plan was approved and adopted by the Iowa State Board of Education for implementation to begin July 1, 2001. Community colleges need time to complete the process and to incorporate the statewide goals and objectives into their strategic plans. Upon Iowa State Board of Education adoption, the Iowa Department of Education immediately began to implement several of the initiatives that require the statewide coordination. The purpose of this report is to summarize the level of activity and to provide baseline information regarding those initiatives for which the Iowa Department of Education has statewide coordination and leadership responsibility.

The Iowa Department of Education annually requests a copy of each community college's updated strategic plan. Community colleges need time to integrate statewide goals and objectives into their ongoing planning processes. In the spring 2002, the Iowa Department of Education will request each community college to, again, submit a copy of its annual update of the local community college plan, and to provide a list of those activities undertaken to accomplish the statewide initiatives. The Iowa Department of Education will utilize this information to issue a statewide annual report.

Part D

Goal #4: Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.

Section 4

Initiative D: Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.

There have been no new activities towards progress of establishing a recognition program for exemplary activities that address the goals and initiative of this plan. The Iowa Department of Education has developed and implemented recognition activities for students at the secondary and postsecondary levels who have exhibited leadership and exemplary progress in career and technical program in the associated professional and student organizations. Recognition to these students has been provided through the Iowa Department of Education from the Governor and the Iowa State Board of Education. The Iowa Department of Education is planning to continue this annual recognition of students.

APPENDIX B
SHAPING THE FUTURE: A FIVE-YEAR PLAN FOR IOWA'S SYSTEM OF COMMUNITY COLLEGES

Coordination of Statewide Responses – May 2001

Goal	Initiative
#1--Iowa's system of community colleges will provide high quality, comprehensive educational programs and services accessible to all Iowans.	<p>B. Improve articulation of career/technical and arts/science programs across Iowa's education system (K-12, community colleges, independent colleges, and state universities) and develop an approach to resolving articulation problems, such as mediation or arbitration, in order to move toward a seamless education system.</p> <p>I. Strengthen the relationship between Iowa's system of community colleges and four-year institutions to address the projected shortage of teachers and administrators, and the need for professional development on learning, teaching, and leadership.</p>
#2--Iowa's system of community colleges will develop high-skilled workers to meet the demands of Iowa's changing economy.	<p>C. Strengthen linkages between Iowa Workforce Development, Iowa Department of Economic Development, the Iowa Department of Education, and Iowa's system of community colleges to better coordinate preparation of Iowa's 21st century workforce and to grow Iowa's economy.</p> <p>D. Strengthen the relationships between Iowa's system of community colleges and the systems serving individuals with disabilities, the incarcerated, welfare participants, single parents and displaced homemakers, older and immigrant workers, and high school dropouts in order to prepare them to be more productive workers.</p>
#3--Iowa's system of community colleges will maximize financial and human resources to assure provision of comprehensive community college services to Iowans and to allow Iowa to compete on a national and international level.	<p>A. Establish a mechanism to identify the two- to five-year projected increase in costs of Iowa's system of community colleges.</p> <p>B. Reexamine tuition costs and available financial aid to assure continued access for students of all income levels.</p> <p>C. Reexamine the current funding mechanism that supports community colleges through state and local revenue and student tuition.</p> <p>D. Develop a compensation package for community college faculty and professional staff salaries to be commensurate with the national average within five years.</p>
#4--Iowa's system of community colleges will demonstrate effectiveness and efficiency for achieving the system mission and goals.	<p>A. Develop a set of agreed-upon performance indicators common to all community colleges.</p> <p>B. Collect, verify, and publish community college data through the use of the MIS system.</p> <p>C. Collect one- and five-year implementation plans and annual accomplishments related to the Statewide Strategic Plan from each community college and issue a statewide annual report.</p> <p>D. Establish a recognition program for exemplary activities that address the goals and initiatives of this plan.</p>

APPENDIX C-- TIMELINES

“Shaping the Future: A Five-Year Plan for Iowa’s System of Community Colleges”

<http://www.state.ia.us/educate/ccwp/cc/pubs/shaping.pdf>

DATE	STRATEGIC PLAN ACTIVITY
FY2000 Legislative Session	Legislation was passed requiring that the Community College Council prepare a written five-year statewide strategic plan for Iowa’s community colleges. The law specified that the State Board of Education shall submit a preliminary plan by December 1, 2000.
May 2000	Mary Wiberg, consultant in the Bureau of Career and Technical Education, Iowa Department of Education; and Larry Ebberts, professor at Iowa State University, were appointed by Ted Stilwill, director of the Iowa Department of Education, to serve as planning facilitators of the Community College Strategic Plan Stakeholders Working Group.
May 22, 2000	Letters were sent out from Director Ted Stilwill requesting nominations for the Community College Strategic Plan Stakeholders Working Group.
June 1, 2000	A planning facilitator discussed the plan at a meeting of the Iowa Association of Community College Presidents.
June 8, 2000	A planning facilitator met with the Community College Council to discuss that plan.
June 14, 2000	Appointment letters were sent out from Director Ted Stilwill.
July 24, 2000	First meeting of the Community College Strategic Plan Stakeholders Working Group.
July 27, 2000	A planning facilitator presented a second progress report to the Iowa Association of Community College Presidents.
August 2, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
August 3, 2000	Open forum at the Iowa Association of Community College Trustees Forum to discuss strategic plan.
August 30, 2000	Second meeting of the Community College Strategic Plan Stakeholders Working Group.
September 14, 2000	A planning facilitator provided monthly strategic plan update regarding the plan to the Community College Council.
September 18, 2000	Planning facilitators provided a plan update to the Iowa Association of Community College Presidents.
September 28, 2000	Third meeting of the Community College Strategic Plan Stakeholders Working Group.
October 5, 2000	Planning facilitators presented the draft plan with the Iowa Association of Community College Presidents via the Telenet.
October 6, 2000	A planning facilitator walked through the draft plan with the Iowa Association of Community College Trustees Board of Directors.
October 18, 2000	Statewide ICN meeting was held—34 participants were in attendance.
October 19, 2000	A planning facilitator provided monthly strategic plan update to the Community College Council.
October 24, 2000	Fourth meeting of the Community College Strategic Plan Stakeholders Working Group.
November 2, 2000	Planning facilitators presented another draft of the plan to the Iowa Association of Community College Presidents.
November 15, 2000	Planning facilitators provided monthly strategic plan update to the Community College Council regarding the plan.
November 30, 2000	Planning facilitators presented final draft plan to the Iowa Association of Community College Presidents.
December 11, 2000	Planning facilitators presented final draft plan to the Community College Council.
January 8, 2001	The plan was unanimously approved by the Community College Council for recommended approval by the State Board of Education.
January 11, 2001	Community College Strategic Plan was unanimously approved by the State Board of Education.
February 6, 2001	Director Ted Stilwill and Jan Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education, presented an overview of the strategic plan to the Joint Education Appropriations Subcommittee.
February 19, 2001	Letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group, community college presidents, and the community college trustees thanking the groups for their thoughtful and deliberative work on the plan. Enclosed was a final draft of the plan which had been adopted by the State Board at its January 11 meeting.
May 22, 2001	A letter was sent from Director Ted Stilwill to the community college presidents and to Gene Gardner, executive director of the Iowa Association of Community College Trustees, which included a copy of the plan as well as a timeline of initiatives.
May 29, 2001	Thank you letters were sent from Director Ted Stilwill to the Community College Strategic Plan Stakeholders Working Group expressing appreciation and to transmit the <u>final</u> copy of the plan. A special thank you letter was also sent to the planning facilitators from the Governor.
June 5, 2001	Jan Friedel and Ted Stilwill met with Rob Denson, chair of the Iowa Association of Community College Presidents and president of Northeast Iowa Community College, regarding statewide coordination of responses.
January 17, 2002	Progress report to be made to the State Board of Education.

APPENDIX D
IOWA COMMUNITY COLLEGES
REGENT UNIVERSITIES

ASSOCIATE OF ARTS
ARTICULATION AGREEMENT

It is understood that the following requirements will be met by all students transferring with an Associate of Arts degree from an Iowa Community College to an Iowa Regent University, i.e., Iowa State University, University of Iowa, University of Northern Iowa:

1. The Associate of Arts degree will include a minimum of 60 semester hours of courses designed and acceptable for transfer, and may include up to 16 semester hours of vocational/technical courses.
 2. General education courses are defined as those courses which broaden student knowledge in the arts and sciences. 40 semester hours of transfer credit will be required within the following general divisions:
 - a. Communications - 8 semester hours
 - b. Humanities - 8 semester hours
 - c. Math and Science - 8 semester hours (at least one course in each)
 - d. Social Science - 8 semester hours
 - e. Distributed requirement - 8 semester hours taken from among the above four divisions. *
- * For Iowa State University, at least three of the eight hours must be in the humanities and at least three of the eight hours must be in natural (physical and biological) sciences.
3. The remaining 20 semester hours will be accepted from arts and sciences electives designed and acceptable for transfer, with the understanding that up to 16 semester hours of ungraded (pass/satisfactory) vocational/technical credit could be applied.
 4. Where foreign language proficiency and/or course(s) in foreign culture, multi-cultural and/or diversity are required at a Regent University, students must meet those specific requirements.
 5. Students transferring an Associate of Arts degree to a Regent University must have maintained a minimum cumulative grade point average of 2.0 on all graded arts and sciences courses acceptable for transfer. (Note: Transfer g.p.a. does not typically include developmental or vocational/technical credits.)
 6. Having fulfilled the above requirements, students transferring with an Associate of Arts degree to a Regent University will have met all freshman and sophomore level general education requirements for the college of liberal arts or other participating colleges within the Regent Universities.
 7. Students satisfying the above requirements will be enrolled at junior level status in the college of liberal arts or other participating colleges within the Regent Universities. **

8. Students not completing the Associate of Arts degree may be admitted to any of the three Regent Universities; however, this admittance will require a course-by-course evaluation of the student's transcripts.
9. A yearly review of this agreement will be conducted by the following:
 - a. Arts & Sciences Administrators - Iowa Community Colleges
 - b. Deans of Liberal Arts - Iowa Regent Universities
 - c. Chief Student Services Admin. - Iowa Community Colleges
 - d. Directors of Admissions - Iowa Regent Universities

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Continuation of the agreement (first effective Fall 1981; revised 1988; revised 1999) is contingent upon the written approval of all cooperating institutions.

Approved: December 2, 1981

Revised: December 17, 1988

Revised: March 6, 2001

**

University of Iowa	College of Liberal Arts, College of Education, & College of Business Administration
University of Northern Iowa	All Undergraduate Colleges within the University
Iowa State University	College of Liberal Arts & Sciences

**Agreement Between
Iowa Community Colleges and Iowa Regent Universities
On Vocational/Technical Credit**

The Iowa Community Colleges and Iowa Regent Universities agree that:

1. The Regent Universities' College of Liberal Arts and/or other participating colleges within the Regent Universities will accept up to 16 semester hours of vocational/technical credit that the sending Iowa Community College accepts toward the Associate of Arts or Associate of Science Degrees.
2. Credit for these 16 semester hours is accepted on an ungraded (pass/satisfactory) basis. (Transfer G.P.A. does not typically include vocational/technical credits).
3. Each Iowa Community College will honor the internal articulation policies of the other Iowa Community Colleges.
4. This agreement will not supersede any existing program-to-program articulation agreements or substitute for any reached at a later date between any individual Iowa Community College and an Iowa Regent University.
5. A yearly review of this agreement will be conducted by the following
 - e. Arts & Sciences Administrators - Iowa Community Colleges
 - f. Deans of Liberal Arts - Iowa Regent Universities
 - g. Chief Student Services Admin. - Iowa Community Colleges
 - h. Directors of Admissions - Iowa Regent Universities

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 6/6/75

Revised: 4/2/01

IOWA COMMUNITY COLLEGES/REGENTS' UNIVERSITIES COMMON GRADING SYMBOLS AND DEFINITIONS AGREEMENT

In order to facilitate the effective transfer of Iowa Community College students to the Regents' Universities, we agree to the following:

1. Iowa Community Colleges will use the common master list of grade symbols and definitions below.
2. Each Iowa Community College will choose from the common master list the symbols and definitions which best reflect the philosophy of their institution.
3. The Regents institutions will recognize without alteration, the common grading symbols as reported by the community colleges.
4. The use of common grading symbols does not guarantee the transferability of the credit attached to any specific symbol.
5. This agreement will be reviewed by the Liaison Advisory Committee on Transfer Students (LACTS) on an annual basis. Any suggestions for changes, additions, or deletions should be referred to LACTS.

SYMBOLS USED IN CALCULATING G.P.A.

(Plus and minus are used by some colleges)

A = Excellent
B = Above Average
C = Average
D = Below Average
F = Failure

SYMBOLS NOT USED IN CALCULATING G.P.A.

I = Incomplete
W = Withdrew
X = Course Repeated
N = Audit
P = Credit Earned/Pass
Q = No Credit/No Pass (Used in Pass/No Pass Courses Only)
R = Required—No Credit
T = Credit Granted by Examination (Test Out)
L = Credit Granted for Experiential Learning
O = Grade Requit (To be used only when the prior grade is removed)
Y = Withdrew Passing
Z = Withdrew Failing
E = Excused Without Credit

A yearly review of this agreement will be conducted by the following:

- | | |
|-----------------------------------|----------------------------|
| 1. Arts & Sciences Administrators | - Iowa Community Colleges |
| 2. Deans of Liberal Arts | - Iowa Regent Universities |
| 3. Chief Student Services Admin. | - Iowa Community Colleges |
| 4. Directors of Admissions | - Iowa Regent Universities |

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 7/31/73

Revised: 3/1/95

CREDIT BY EXAMINATION AGREEMENT

This agreement pertains to the College Level Examination Program, Advanced Placement Program of The College Board and Institutional Examinations.

- A. Credit by examination will be recorded on the academic transcripts of the granting community college using the grading symbol "T".
- B. The type of examination, title and/or subject, should be noted on the transcript.
- C. Credit by examination will not be granted.
 - 1. If it duplicates courses previously passed or failed.
 - 2. For a course for which the student does not meet the stated Prerequisite(s) listed in the granting community college's catalog.
 - 3. For a course which is a prerequisite to one for which credit has Previously been earned.
- D. Credit by examination granted in accordance with this agreement will be accepted for transfer provided the transcript shows at least 12 semester hours of residence credit.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) CREDIT

- A. No more than 6 semester hours will be awarded for the successful completion of a CLEP General Exam. And no more than 30 semester hours will be awarded for the successful completion of all CLEP General examinations.
- B. The 60th percentile (the most recent national sophomore norms) will be the minimum score for credit awarded for the General Exams.
- C. The credit granting institution will determine the credit to be awarded for the successful completion of each Subject Exam.
- D. The 50th percentile (the most recent national norms of people who have taken the course) will be the minimum score for credit awarded for the Subject Exams.

ADVANCED PLACEMENT PROGRAM OF THE COLLEGE BOARD (APP) CREDIT

- A. The credit granting institution will determine the credit to be awarded for the successful completion of each advanced placement program exam.
- B. A score of 3 will be the minimum score for credit awarded.

INSTITUTIONAL EXAMINATIONS

- A. Examinations will be limited to courses offered in the current catalog of the granting institution.
- B. Credit granted will be equal to the catalog course.
- C. The minimum performance level for earned credit will be equal to a C grade or higher.

A yearly review of this agreement will be conducted by the following:

- | | |
|-----------------------------------|----------------------------|
| 1. Arts & Sciences Administrators | - Iowa Community Colleges |
| 2. Deans of Liberal Arts | - Iowa Regent Universities |
| 3. Chief Student Services Admin. | - Iowa Community Colleges |
| 4. Directors of Admissions | - Iowa Regent Universities |

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 3/26/80

Revised: 3/10/95

**IOWA COMMUNITY COLLEGES
REGENTS' UNIVERSITIES**

ARTICULATION AGREEMENT

**VOCATIONAL-TECHNICAL PROGRAM IN
ELECTRONICS/ELECTRONICS-BASED TECHNOLOGY**

Graduates of Iowa community college Electronics/Electronics-Based Technology programs who are accepted at an Iowa Regents' university will meet the standards as outlined below and will be granted transfer credit as outlined below.

1. The Electronics/Electronics-Based Technology curriculum is specifically recommended by the Iowa Community Colleges Vocational Technical Deans group in the statement of approved courses, competencies, and credit recommendations as agreed to by the Regents' universities.
2. Students must have received the Associate of Applied Science degree (Associate of Science degree in the case of Northeast Iowa Community College) and must have attained a minimum cumulative grade point average of 2.00 on a 4.00 scale.
3. This agreement will not supersede any existing program-to-program articulation agreements or substitute for any reached at a later date between any individual community college and a Regents' university.
4. Students may choose the most appropriate transfer credit option offered by the receiving Regents' university.
5. Regardless of the transfer option selected, students will receive thirty-two (32) semester hours of ungraded transfer credit from the Regents' university. This credit will reduce the additional credit required for a baccalaureate degree to the extent that course equivalencies can be established or that the hours can be applied as elective credit in the program selected by the student.
6. It is understood that the credit accepted for transfer under this agreement will be in addition to transferable and graded arts and sciences credit earned at the respective community college.
7. Of the course work earned at a community college, students may apply up to one-half the required total, but not more than 65, semester hours of credit toward a bachelor's degree at a Regents' university.
8. This agreement is effective for students entering a Regents' university beginning Fall 1996.

A yearly review of this agreement will be conducted by the following:

1. Arts & Sciences Administrators - Iowa Community Colleges
2. Deans of Liberal Arts - Iowa Regent Universities
3. Chief Student Services Admin. - Iowa Community Colleges
4. Directors of Admissions - Iowa Regent Universities

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 2/16/96

**Agreement Between Iowa Community Colleges and Regents'
Universities for Awarding and Transferring College Credit
For Educational Experience in the Armed Forces.**

The community colleges and Regents' universities in Iowa agree that:

1. Credit for military courses will be granted according to the guidelines in the American Council on Education's *Guide to Credit for Educational Experiences in the Armed Forces* when that recommendation is for lower and/or upper division baccalaureate degrees. The receiving institution will determine applicability of transfer credit to specific degree programs.
2. Although community colleges may adopt their own institutional policies for awarding credit for military experiences, the Regents' universities will not accept for transfer any credit earned based on recommendations by the American Council on Education for:
 - 1) Basic training
 - 2) Military Occupational Specialty (MOS)
 - 3) Vocational technical training.

A yearly review of this agreement will be conducted by the following:

- | | | |
|----|--------------------------------|----------------------------|
| 1. | Arts & Sciences Administrators | -Iowa Community Colleges |
| 2. | Deans of Liberal Arts | - Iowa Regent Universities |
| 3. | Chief Student Services Admin. | - Iowa Community Colleges |
| 4. | Directors of Admissions | - Iowa Regent Universities |

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 12/96

**Agreement Between Iowa Community Colleges
And Regents' Universities for Evaluating
International Student Academic Credentials**

The community colleges and Regents' universities in Iowa agree that:

1. The regents' universities will, upon request of an Iowa community college and in accordance with their own policies and procedures, evaluate academic credentials of international students attending Iowa community colleges who subsequently plan to transfer to one of the Regents' universities. This service will be provided only once per student prior to application to the Regents' university to which the international student plans to matriculate.
2. The community colleges will provide the necessary official documents. These transcripts must be certified as true copies of original documents. It is imperative that the community colleges have original documents from which they can make certified copies. Additional information needed for an evaluation, i.e., the student's educational chronology, or English translations of academic records, will be submitted by the community colleges if requested by the Regents' universities.
3. A yearly review of this agreement will be conducted by the following:
 - a. Arts & Sciences Administrators - Iowa Community Colleges
 - b. Deans of Liberal Arts - Iowa Regent Universities
 - c. Chief Student Services Admin. - Iowa Community Colleges
 - d. Directors of Admissions - Iowa Regent Universities

The aforementioned representatives of each Iowa Community College and Regent University will meet yearly to evaluate this articulation agreement. The Chair of the Liaison Advisory Committee for Transfer Students will initiate this meeting each spring.

Approved: 9/19/79

Revised: 5/14/97

APPENDIX E

Community College Personnel 2000 Survey

Purpose: The community college personnel 2000 survey was developed through the cooperative efforts of Iowa State University; the Department of Education, Division of Community Colleges and Workforce Preparation; the Iowa Association of Community College Trustees; and the human resource officers of Iowa's 15 community colleges. The surveys were sent to the human resource directors of each community college in the late summer and early fall 2000; follow-up procedures were completed by December 2000. All community colleges responded to the survey.

Design: The survey was designed to assess short-term impact of pending retirements and the personnel needs of the institutions. The survey was separated into four broad categories of personnel:

1. Faculty (including Vocational-technical, and Arts and Science/Transfer)
2. Administrative
3. Professional/Technical Staff
4. Classified Staff

The respondents indicated the current number of personnel retiring in existing positions and the number of new positions needed in 2002-2005, and 2006-2010. This survey did not include the personnel to be hired for new programs and new services yet to be offered by the colleges. As the technologies and needs of the workplace continue to change, so to will the programs and services.

Results: The results of the survey demonstrate that the community colleges will be impacted by the "demographic graying" of their workforces. Overall, across the 15 community colleges, there is no program area where those retiring will not need to be replaced, and in some career areas, expanded numbers of faculty will be needed. So not only do the colleges need to fill positions vacated through retirements, they also estimated the needs due to resignations, planned program expansions, and student needs.

A total of 385 vocational/technical teaching positions will be available in 2002-2010. In raw numbers, the projected need for vocational-technical faculty is greater than that of arts and science transfer faculty. The colleges indicate that the vocational-technical program areas with the largest number of retirements and new positions projected through 2010, is the health professions and related sciences, followed by business management and administrative services. In the arts and sciences college transfer areas, the areas of greatest need are English (composition, literature, and speech); developmental courses (college preparatory, including remedial course work, English as a Second Language [ESL], study skills); and Natural Sciences (Geography, Geology, Chemistry, and Physics).

Between 2002 and 2010, the colleges are projecting that approximately 39 percent of vocational-technical faculty will be retiring. Preparation of vocational/technical faculty will

remain a challenge for community colleges. Individuals with 6,000 hours of work experience within the area where they will teach may be eligible for provisional licensure. Depending upon the specific program needs, individuals may hold associates, bachelors, or masters degrees in addition to related work experience. During provisional licensing, individuals will be required to complete Foundations of Vocational Education/Community College, Curriculum Design and Construction, Methods of Instruction, and Evaluation of Students and Programs.

Forty-four percent (44%) of the arts and science teachers will be retiring 2002-2010. Competing for arts and science faculty will be a challenge. Individuals with a master's degree may be eligible for provisional licensure. If the masters degree is in another subject, an endorsement may be added with twelve hours of graduate credit in the subject to be taught. During provisional licensing, individuals will be required to complete Foundations of Vocational Education/Community College, Curriculum Design and Construction, Methods of Instruction, and Evaluation of Students and Programs.

Administration: By 2010, approximately 38 percent of community college administrators will be retiring. By 2010, approximately 58 percent of the upper administrators (chief executive officers, vice presidents, and campus deans) will be retiring. Even though the enrollments of the community colleges continue to grow, the colleges indicate a nine percent decrease in accumulative upper administrative positions needed compared to the positions retiring. This fact indicates consolidation of responsibilities into field positions. Twenty-five percent (25%) of the current non-academic mid-level administrative positions will be needed by 2010.

Preparation of leaders for all phases of community college function will be critical to the continued success of community colleges in the State of Iowa. These individuals will need a rich and varied combination of work experience and educational credentials to provide the leadership needed. They will need to be aware of local, regional, and national issues in the field education.

Professional and Technical Staff: The respondents indicate 266 retirements or 27 percent of the current professional/technical staff will be retiring by 2010. A total of 445 positions will be needed by 2010. The largest number of retirements is in the continuing education area, followed by students services and technical support staff for administrative services.

Maintaining adequate professional and technical support staff provide a special challenge for community colleges. This group represents a wide range of specified skills not easily available across the state; community colleges are competing with the private sector for technical staff.

Classified Staff: Approximately 26 percent of the classified staff will be retiring. These include maintenance; janitorial; grounds; secretaries; administrative assistants; and others. Incidentally, several community colleges are already outsourcing for their janitorial and grounds functions. Again, keeping adequate levels of trained classified staff to support all college functions is a challenge in some locations.

APPENDIX F

OVERVIEW OF THE STUDY **COMMUNITY COLLEGE LICENSURE TASK FORCE** **(PER SENATE FILE 480)**

Senate File 480 directed the Iowa Department of Education to establish a task force to conduct a comprehensive review of the licensing of community college faculty. The purpose of the task force is to “conduct a comprehensive review of the licensing of community college faculty by the board of educational examiners including but not limited to related issues such as tenure and termination procedures.”

During the fall 2001, the Department of Education appointed and convened the task force to examine the current status, issues, practices, and requirements in other states related to community college faculty licensure and certification for the purpose of improving Iowa’s statewide system of community colleges. This report summarizes the activities and recommendations of the task force. The report consists of the following sections:

1. Executive Summary
2. Overview
3. Senate File 480
4. Task Force Membership
5. Task Force Guiding Principles
6. Meeting Agenda
7. Results of a 50-State Survey Regarding Community College Licensure Conducted by the Iowa Department of Education for the Community College Licensure Task Force— August 2001
8. Previous Iowa Community College Licensure Studies: 1994 and 1997
9. Chapter 272—Community College Licensure
10. Chapter 16—Occupational & Postsecondary Endorsement and Licensures
11. Iowa Code References and Community College Licensure
12. Final Task Force Recommendations
13. Questions and Answers Concerning Iowa’s Community College Licensure Task Force Recommendations—October 26, 2001

Summary of Task Force Activities

In compliance with the requirements of the legislation (Part 3), Ted Stilwill, director of the Iowa Department of Education, requested the recommendations of members representative of the constituents listed in Senate File 480. Dr. Janice Nahra Friedel, administrator of the Division of Community Colleges and Workforce Preparation, Iowa Department of Education, was designated by the director to chair the task force. Membership of the task force is given in Part 4.

To provide guidance to the task force in its work, Director Stilwill formulated a set of guiding principles to focus the work of the task force. These guiding principles stress the critical role of quality instructional staff in ensuring students' success. Any policy regarding community college instructional staff should improve the recruitment, retention, development, and support for this critical asset with the intent of supporting and improving student learning. The task force recommendations were to be research- and data-driven. Consideration was to be given to maintaining a reasonable balance between local control, quality assurance, regulatory compliance, and institutional flexibility; the professional development of faculty, staff, and administrators should be an ongoing and valued component of the educational enterprise. These guiding principles are given in Part 5.

The agenda for each meeting was structured to provide the membership with a common set of knowledge regarding the Iowa Code related to community college licensure, regional and state community college accreditation requirements, issues, and concerns, the results of previous studies on this issue, practices in other states, and an examination of alternatives for the improvement of the system. Each meeting included open discussion of these issues.

The meeting agenda are given in Part 6. The task force met three times in Des Moines, Iowa. The agenda were developed in consultation with the members and verbal presentations were provided by experts knowledgeable about the issue and its history. These presentations were designed to contribute to the knowledge and breadth of understanding of the task force members. These expert presentations included:

1. Overview of Iowa Code Community College Licensure Requirements—Beverly Bunker, Administrative Consultant, Bureau of Community Colleges, Division of Community Colleges and Workforce Preparation, Iowa Department of Education
2. Iowa Administrative Rules Regarding Community College Faculty Licensure—Beverly Bunker (see title listed above in #1)
3. The Role of the Iowa Board of the Educational Examiners—Anne Kruse, Executive Director, Board of Educational Examiners
4. Survey of the 50-States and Community College Faculty Licensure—Beverly Bunker (see title listed above in #1)
5. A History of the Issues and Concerns Related to Community College Licensure from the Perspective of Community College Personnel Officers—Lois Nanke, Executive Director, Human Resources, Kirkwood Community College, Cedar Rapids
6. Issues and Concerns Regarding Community College Licensure from the Perspective of the Arts and Science Programs—Tom Brotherton, Director of Arts and Science, Southwestern Community College, Creston; and chairperson of the Community College Arts and Sciences Deans and Directors.

7. The North Central Association (NCA) Accreditation Standards and Community College Licensure—Evelyn Anderson, Chief, Bureau of Community Colleges, Division of Community Colleges, Iowa Department of Education
8. National Survey Results—Beverly Bunker (see titled listed above in #1)
9. Legal Implications of a Change in Iowa Code and Administrative Rules Regarding Community College Licensure—Carol Greta, Legal Consultant, Office of the Director, Iowa Department of Education
10. Chapter 272—Anne Kruse (see title listed above in #3)
11. Open Discussion
12. Formulation of Recommendations
13. Discussion of Dissemination Plan

Materials distributed and discussed by the task force regarding the above-stated issues, are contained in this report (Parts 7-11).

Input and Review from the Field

The chair of the task force and Evelyn Anderson, chief of the Bureau of Community Colleges, Division of Community Colleges and Workforce Preparation, Department of Education, provided monthly verbal updates to the following groups to seek their input regarding the activities and discussions of the task force:

- A. Iowa Association of Community College Presidents (IACCP)
- B. Iowa Association of Community College Trustees (IACCT)
- C. Iowa State Board of Education
- D. Community College Council
- E. Iowa Community College Chief Academic Officers
- F. Iowa Community College Arts and Science Deans
- G. Iowa Community College Vocational-Technical Program Deans and Directors

Task Force Discussions

Task force discussions centered on the theme of ensuring quality teaching and student success through teacher qualifications and professional development. Three (3) key questions addressed were: (1) How does the current system enhance quality? (2) What in the current system should be continued?; and (3) What improvements can be made in the system to enhance quality?

Embedded in the task force's recommendations are the following points on consensus for the task force:

1. Licensure does not ensure quality teaching or learning.
2. Elimination of community college licensure by the Iowa Board of Educational Examiners must be accompanied by accountability that the community colleges are adhering to the intent of the plan for the continued professional development of the faculty and other personnel.
3. The "Great Teachers Workshop" is a successful model for the orientation and professional development of new faculty.
4. The orientation and professional development of adjunct faculty is critical and should be included in any local plan.
5. The Iowa Department of Education will implement strategies to monitor community college compliance with plan development and implementation, and the maintenance of appropriate records.
6. The emphasis on an institution's professional development plan does not create a heavy financial burden on the community college; currently, community colleges are required to have an annual staff development plan.
7. Faculty needs to be involved in determining the local plan, defining teacher competencies, plan monitoring, and evaluation. The local plan should include the components of:
 - New faculty orientation.
 - Development of adjunct faculty.
 - The philosophy, history, values, and missions of community colleges.
 - Adult learner teaching strategies.
 - Student assessment.
 - Curriculum development and evaluation.
 - Teaching methodologies.
 - Diversity
8. Community colleges already have policies and procedures for the recruitment and hiring of personnel consistent with equal employment requirements, and regional and state accreditation standards.
9. Personnel records of the community colleges are currently required to document compliance with accreditation standards. These requirements will continue.
10. Administrative rules will define the basic components to be included in the local plans.
11. Elimination of community college licensure by the Iowa Board of Educational Examiners can be accomplished while maintaining faculty and rights and protections contained in Chapter 272 and Chapter 20.

Recommendations

The final set of recommendations was developed and approved unanimously by a roll call vote of the full task force on October 29, 2001. It was suggested that the Iowa Department of Education develop and circulate a list of questions and answers to clarify the recommendations and their impact on the colleges and their personnel.

The recommendations were reviewed with the community college chief academic officers, the Iowa Association of Community College Presidents (IACCP), and the Iowa Association of Community College Trustees (IACCT) at their November meetings. On November 13, 2001, the Community College Council voted to recommend approval of the recommendations to the State Board of Education. On November 14, 2001, the State Board of Education reviewed and discussed the recommendations of the task force. The Iowa Board of Educational Examiners reviewed and approved the recommendations for elimination of community college faculty licensure by the Board of Educational Examiners at its November 9, 2001, meeting.

The final recommendations of the task force are provided in Part 12. The subsequent questions and answers regarding the recommendations developed by the Department of Education are provided in Part 13.

APPENDIX G
Final Recommendations
Community College Licensure Task Force
December 2001

1. Licensure of community college practitioners at the state level by the Iowa Board of Educational Examiners should be eliminated with language preserving status for community college personnel as practitioners in Iowa Code, Chapter 279, and the rights included in Chapter 20.
2. Each community college will develop a plan for hiring and developing quality staff. The plan will ensure institutional compliance with state accreditation standards and with those of other appropriate accrediting agencies. Plans shall include meeting the requirements for arts and science and vocational technical faculty consistent with state accreditation and articulation and transfer standards.
3. The local plan shall be developed by a committee of practitioners including equal representation between arts and science and vocational technical faculty not to exclude other practitioners.
4. Components of the plan shall include:
 - ☒ Schedule for implementing the plan.
 - ☒ Orientation of new faculty and staff.
 - ☒ Continuing professional development.
 - ☒ Record keeping and documentation for plan monitoring.
 - ☒ Consortium arrangements (when appropriate).
 - ☒ Activities of practitioners to attain/demonstrate teaching competencies and knowledge in their subject/technical areas.
 - ☒ Records demonstrating that each practitioner has attained or documented progress toward attaining minimal competencies.
5. Each community college plan will be developed and approved by the local process and submitted to the Department of Education by June 30, 2003. Implementation of the plan begins July 1, 2003, and licensure will cease on July 1, 2003. During the first three years of implementation, the Department of Education will review plans and conduct site visits to assure compliance and progress. A report summarizing the on-site visit will be forwarded to the college and state accreditation team for inclusion in the next scheduled accreditation visit. After the initial three years of implementation, the review cycle will be consistent with the state accreditation review cycle.
6. Compliance and plans will be monitored through the community college accreditation process: accreditation rules will be modified as needed, to incorporate quality assurance of staff and ongoing professional development.

While Senate File 480 does not charge this task force with reviewing administrative licensure at the community college level, we recommend that the community college licensure requirements for administrators be eliminated. Local plans should address this issue.

Appendix H

Iowa Community Colleges’ Uniform Policy on Student Residency Status

Section 1—General

A person who has been admitted to an Iowa community college shall be classified as a resident or as a non-resident for admission, tuition, and fee purposes. A person classified as a resident shall pay resident tuition costs. A person classified as a non-resident shall pay non-resident tuition costs. Tuition for non-residents should not be less than the marginal cost of instruction of a student attending the college. Iowa Code section 260C.14 (2).

Persons who register for non-credit continuing education courses shall be charged course fees determined on course costs and by market demand.

Section 2—Determination of Residency Status

In determining a community college resident or non-resident classification, the primary determination is the reason a person is in the state of Iowa. The second determination will be the length of time a person has resided in Iowa. If a person is in the state primarily for educational purposes, that person will be considered a non-resident. The burden of establishing the reason a person is in Iowa for other than educational purposes rests with the student.

- A. The registrar or official designated community college office may require written documents, affidavits, or other related evidence deemed necessary to determine why a student is in Iowa. The burden of proof is upon the student.

A student will be required to file at least two documents to determine his/her residency status. No two documents may come from the same source. The following are examples of acceptable documentation.

1. Written and notarized documentation from an employer that the student is employed in Iowa or a signed and notarized statement from the student describing employment and sources of support.
2. Iowa state income tax return.
3. An Iowa driver’s license.
4. An Iowa vehicle registration card.
5. An Iowa voter registration card.
6. Proof of Iowa Homestead credit on property taxes.

In all events to be determined a resident of Iowa, the individual must document residing in the state of Iowa for at least 90 days prior to the beginning of the term for which he/she is enrolling.

- B. If a student gives misleading or incorrect information for the purpose of evading payment of non-resident fees, he or she must pay the non-resident fees for each term the student was not officially classified as a non-resident.
- C. These regulations shall be administered by the registrar or office staff designated by the community college. Resident and non-resident tuition rates shall be printed and available in the catalog or another major college publication.

Section 3—Residency of Minor Students

The domicile of a minor shall follow that of the parent with whom the minor resides except where emancipation of said minor can be proven. The word “parent” herein used shall include legal guardian or others in cases where the lawful custody of a minor has been awarded to persons other than actual parents.

A minor living with a resident of Iowa who is legally responsible for the minor shall be granted resident status if the minor has lived with the Iowa resident for at least 90 days immediately prior to enrollment.

The residency status of an emancipated minor shall be based upon the same qualifications established for a person having attained majority.

Section 4—Residency of Students who are not Citizens of the US

- A. A person who is a refugee or who is granted asylum by an appropriate agency of the United States must provide proof of certification of refugee or asylum grantee status. A person may be accorded resident status for admission and tuition purposes when the person comes directly, or within a reasonable time, to the state of Iowa from a refugee facility or port of debarkation and has not established domicile in another state.
- B. A person, who has immigrant status, and his or her spouse or dependents, may establish Iowa residency in the same manner as a United States citizen.
- C. A person who has non-immigrant status and who holds a non-student visa, and his or her spouse or dependents, may establish residency in the same manner as a United States citizen. An alien who has non-immigrant status and whose primary purpose for being in Iowa is educational is classified as non-resident. A "student visa" is prima facie evidence of non-residency (i.e., in a rare case, a student holding the visa could overcome the presumption of non-residency),

Section 5—Residency of Federal Personnel and Dependents

A person and his/her spouse who has moved into the state of Iowa as the result of military or civil orders from the federal government, and the minor children of such persons, are entitled to immediate Iowa residency status.

Section 6—Veteran's Exemption

A military service veteran who was a resident of the state of Iowa prior to entering the service shall be classified as a resident if the veteran returns to Iowa upon separation from service and his/her separation papers are filed with the county recorder.

Section 7—Reclassification of Residency Status

It is the responsibility of a student to request a reclassification of residency status. If a student is reclassified as a resident for tuition purposes, such classification shall be effective beginning with the next term for which the student enrolls. In no case shall reclassification to residency status be made retroactive for tuition and fee purposes, even though the student could have previously qualified for residency status had the student applied.

Section 8—Appeal

The decision on the residency status of a student for admission, tuition, and fee purposes may be appealed to a review committee established by the community college. The findings of the review committee may be appealed to the community college board, whose decision shall be a final administrative decision.

APPENDIX J

Department of Education's Performance Indicators Task Force

**Thursday, July 26, 2001
10:00 a.m. – 2:30 p.m.**

**DMACC Conference Center
Building 7, Maple Room
2006 S. Ankeny Boulevard
Ankeny, Iowa 50021**

AGENDA

1. Welcome
2. Introduction of Task Force Members
3. Purpose of Task Force
4. Guiding Principles
5. Overview of Documents
6. K-12 Performance Indicators
7. Review of Iowa's Postsecondary Education Accountability Measures
8. What Do We Already Know About Iowa's Statewide System of Community Colleges?
9. What Measures Are We Currently Reporting On and To Whom Is This Information Reported?
10. Next Steps

Department of Education's Performance Indicators Task Force

**Thursday, September 6, 2001
10:00 a.m. – 2:30 p.m.**

**DMACC Conference Center
Building 7, Maple Room
2006 S. Ankeny Boulevard
Ankeny, Iowa 50021**

A G E N D A

1. Summary of What We Done to Date—Jan Friedel
2. Introduction of Resource People Invited, and Discussions on Pertinent Projects
 - A. MIS Documents (Sent to members on 8/6/01)
Presenters: Karen Poole and Michelle Tosel
 - B. Iowa College Student Aid Commission Date
Presenter: Keith Greiner
 - C. Community College Program Evaluation Process
Presenter: Fidelis Ubadigbo
 - D. Perkins Accountability Measures
Presenter: Jerda Garey
 - E. Adult Basic Education, Basic Skills Certification, and GED Data
Presenters: Evelyn Anderson and John Hartwig
3. Discussion of Matrix and Further Refinements—Jan Friedel
4. Next Steps—Jan Friedel

Department of Education's Performance Indicators Task Force

**Thursday, November 1, 2001
1:00 – 4:00 p.m.**

**DMACC Conference Center
Building 7, Maple Room
2006 S. Ankeny Boulevard
Ankeny, Iowa 50021**

A G E N D A

1. Welcome
2. What's Been Done Since the September 6, 2001 Meeting
3. Report from the Last Presidents' Meeting
4. Work Session

ADDENDUM – JANUARY 25, 2002

Apprenticeship Programs

<p style="text-align: center;">Fiscal Year 2000-2001 Apprenticeship Funded by 260E and 260F</p> <p style="text-align: center;">26,895.90 Contact Hours</p>

Apprenticeship programs utilize the most up-to-date technologies that are available in the workplace. The Bureau of Apprenticeship and Training must approve all apprenticeship projects funded through the Iowa Department of Economic Development.

Apprenticeship Training Funded by 260E and 260F and Provided by Iowa Community Colleges in Fiscal Year 2000-2001

Apprenticeship Training Funded by 260E and 260F and Provided by Iowa Community Colleges		
Non-Credit Programs	Unduplicated Students	Contact Hours
Apprenticeship 260E Funds		
Electrician	32	1,596.00
Machine Tool Operations/Machine Shop	35	2,563.00
260E Apprenticeship Non-Credit Total	67	4,159.00
Apprenticeship 260F Funds		
Associated Builders & Contractors	72	10,980.00
Business Administration & Management, Other	1	2.00
Carpenter	23	3,210.00
Electrician	5	720.00
Industrial Equipment Maintenance and Repair	38	4,100.00
Machine Tool Operations/Machine Shop	5	614.50
Tool and Die Making	18	3,110.40
260F Apprenticeship Non-Credit Total	162	22,736.90
260E/260F Apprenticeship Non-Credit Total	229	26,895.90

Source: Iowa Department of Education, Bureau of Community Colleges, Management Information System (MIS).

